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ABSTRACT

Proceedings of the 1983 Invitational Seminar on Faculty Development are presented. Focal areas included funding of faculty development and program development, the history and issues concerning faculty development, career development plans and growth contracts, the special needs from the period of midcareer to retirement, the context and overall assumptions for faculty development, programs for the improvement of teaching, and the expanded use of sabbaticals and study leaves. Papers and authors include the following: "Endowment Support" (J. Scott Buchanan); "Foundation Support" (Philip C. Winstead); "Fifteen Plus One Lowcost Faculty Development Ideas" (William C. Nelsen); "Faculty Development: Applying What We Have Learned for the Important Years Ahead" (William C. Nelsen); "Faculty Development at Gordon College" (Richard F. Gross); "Austin College's Experience" (Charles R. Barr); "Retirement Planning for the Eighties" (Kevin C. Brown); "The Ten Years before Retirement as a Transition" (Edward H. Phillips); "The Glorious Privilege of Being Independent" (W. Todd Furniss); "Being Professional Academically" (R. Eugene Rice); "Peer Consultation" (Joe E. Elmore); "Mini-grants and Workshops" (Philip C. Winstead); "Use of Leaves and Other Resources to Maintain Vitality" (R. Eugene Rice); and "Scheduling for More Frequent Sabbaticals" (Glenn R. Bucher). A summary of the seminar, a seminar program schedule, and a list of participants are included. (SW)

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Critical Aspects of Faculty Development Programs

Proceedings of an
Invitational Seminar, April 25-26, 1983
Austin College Sherman, Texas

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CRITICAL ASPECTS OF
FACULTY DEVELOPMENT PROGRAMS

Proceedings
of an
Invitational Seminar
April 25-26, 1983

Edited by
Dan T. Bedsole

Center for Program and Institutional Renewal
Austin College
Sherman, Texas

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PREFACE

This volume includes all of the formal presentations given at the "Invitational Seminar on Faculty Development" held on the Austin College campus on April 25-26, 1983. Attending were 59 individuals representing 29 colleges and universities and the following institutions: American Council on Education, Association of Presbyterian Colleges, Exxon Foundation, Sid Richardson Foundation, Texas United Methodist College Association, and Teachers Insurance Annuity Association.

This seminar was organized by Austin College's Center for Program and Institutional Renewal as the culmination of the Center's two year study of the Career Development Program of Austin College. The latter study, as well as the seminar, was underwritten by a grant from the Sid W. Richardson Foundation. The study included an objective evaluation by researchers who had not been involved in the Career Development Program previously. Lisa Bailey was the major researcher of the study, under the leadership of Glenn Bucher, Acting Director of the Center during 1981-82. The value and success of the Career Development Program's basic purposes, structures, and general approaches were affirmed by the study. Several concerns were identified and studied, subsequently resulting in a number of significant modifications in the program. The evaluation showed that the program (described briefly on pages 37-42 of this document by Professor Charles Barr of Austin College) continues to enjoy strong support and commitment from both faculty and administration.

The "Career Development Program," a comprehensive approach to faculty development and self-renewal using planning documents (sometimes referred to as "growth contracts") and support mechanisms, had its formal beginning at Austin College in 1972. The program has been described in the published literature as it applies to faculty¹ and to administrators,² and details of the program are given in internal manuals of the college and in three rather substantial handbooks which are made available to the faculty members and administrators at Austin College: Career Development Handbook, Formative Evaluation Handbook, and Summative Evaluation Handbook.

¹"An Experiment in Innovation: The Faculty Career Development Program at Austin College," by Dan T. Bedsole and DeWitt C. Reddick, Liberal Education, 64 (March 1978), pp. 75-83.

²"Austin College Institution-Wide Career Development," by Dan T. Bedsole, in Administrator, Evaluation: Concepts, Methods, Cases in Higher Education, by Charles H. Farmer. Richmond, Va.: Higher Education Leadership Society, Inc., 1979, pp. 126-141.

The purpose of this seminar was to bring together a number of individuals to explore the state-of-the-art of faculty development programs which include activities for professional development, personal development, and career development at colleges and universities. For Austin College the seminar was intended to provide an informal critique of its Career Development Program so the college could become more objective in its view of its program alongside similar programs elsewhere. We also wanted to obtain the wisdom of others and get their ideas for further development of our program while sharing our experience with them. For all seminar participants the hope was that the seminar would provide ample opportunities, both formally and informally, for sharing useful ideas and for stimulating the further development of faculty development programs.

As is evident in the papers included in this volume, the seminar presented much useful background information and many stimulating ideas. Printed questionnaires were used to evaluate the seminar and responses proved to be very positive. It is evident that participants felt they gained much of value from their participation in the seminar.

No attempt will be made here to duplicate the content of the "Summary and Comments" section on pages 84-93, where an excellent summation of the themes and focus of the seminar is provided. It is well to note, however, that this volume includes much food for thought for those involved in faculty development programs. Obviously, no panaceas can be given, but there are some good models and there is much room for optimism for those who are strongly committed to creating effective faculty development programs. A consensus of the seminar was that successful programs must largely be homegrown and made uniquely applicable to local situations.

The planning committee for this seminar consisted of Dan Bedsole (Chair), Charles Barr, Carol Daeley, Kenneth Street and Lisa Bailey. Correspondence, arrangements, and registration were very capably coordinated by Lisa Bailey with the able assistance of Bonnie Stafford and Margaret Grigg. The large task of transcribing the seminar presentations and preparing the final copy of these proceedings was very well done by Doris Kennon.

We wish to thank all participants, speakers, and chairs (listed in program on pages 94-95) for their fine contributions. Our special thanks go to Val Wilkie, Executive Director of the Sid W. Richardson Foundation, for his personal support and involvement in the seminar. We also greatly appreciate the generous financial support of the Directors of the Sid W. Richardson Foundation, demonstrating, once again, their strong commitment to the furtherance of higher education.

Dan T. Bedsole
Seminar Director and
Editor of Proceedings

ENDOWMENT SUPPORT

J. Scott Buchanan
Funds Development Consultant
Sherman, Texas

During the last two decades, we have seen a number of major grants by foundations which have triggered intensive periods of faculty and program development at Austin College.

The Ford Foundation made program development grants in 1958 and 1960, and then a Ford Foundation Challenge Grant in 1962 helped us to design the core curriculum and a comprehensive student advising program and to prepare faculty for these programs.

The preparation of faculty to be "mentors" in the advising system got a boost in the mid-1960's by a grant from the W. Clement Stone Foundation.

In 1972, a joint grant from the National Endowment for the Humanities and the National Science Foundation set in motion a total institutional renewal project at Austin College.

The Ida M. and Cecil H. Green Chair of Creative Educational Leadership endowed in 1974 by Mr. and Mrs. Green, provided support for a key academic leader of the College to be involved in educational change.

A grant from the Andrew W. Mellon Foundation in the mid-1970's also had strong implications for faculty and program development through an evaluation of new interdisciplinary courses.

In 1975, Austin College was selected as one of four colleges in the nation to receive developmental grants from the W. K. Kellogg Foundation. Our grant was used to complete the design and installation of a new system for college program management.

These grants I have mentioned thus far were not for endowment with the exception of part of the Ford Foundation Challenge Grant and the Green Chair. These grants were used to fuel relatively brief periods of faculty and program development. It was a "spurt" and "coast" situation, dependent on substantial grants being received every few years.

We believe that for institutional, faculty, and program renewal to be optimally effective, it must be continuous, sustained activity. Renewal must be "built-in" to the institution as a prevailing attitude and as workable systems for renewal. Of course, it must also be supported financially. The financial support for renewal must be adequate and consistent, and it must be applied to every aspect of the institution.

It became apparent to us while working through the Total Institutional Project funded by NEH that if we hoped to sustain the renewal activity, it would be highly desirable to secure permanent underwriting for it. We could not afford to design new programs and set educational goals, and to raise expectations regarding faculty involvement in these plans, only to have our plans severely curtailed in the years between major grants. In short, we were ready with our rationale and our specific design for endowment funds for faculty and program development.

The stories about how we received our \$1 million grant from the Cullen Foundation in 1976 for our endowed Cullen Fund for Research and Development in Education, and our \$1 million grant from the Sid W. Richardson Foundation in 1978 for endowment of our Faculty Career Development Program, may not be typical of successful grant-seeking. But you may be able to pick out some characteristics which may be helpful to you if you seek gifts and grants for endowment for faculty and program development.

Two themes run through both stories: one has to do with courage on the part of a foundation executive and a college president, and the other with seizing a right opportunity.

First, the Cullen Fund for Research and Development in Education endowed by the Cullen Foundation.

The Cullen Foundation is basically a family-operated foundation. The trustees let it be known that they were ready to make an unspecified number of \$1 million grants to Texas colleges for the college's number one priorities, whatever they may be. They developed a short list of colleges which they would consider for such grants and then they said that they would visit each campus on their list to learn about the college and its priorities. Then they would make a decision about which colleges on their list would receive the \$1 million grants.

They came here and we put on a day for them. We had need of a certain building at that time, and we had an inkling that they might be interested in it so our presentation was for this building. At the conclusion of the day as the trustees were preparing to depart, the chairman of the foundation's Board asked then President John D. Moseley if the building was really our best use of a \$1 million gift. He responded by describing the permanent nature of endowment funds and how they can provide financial stability as well as engender constant change. He promised the trustees a different proposal in the mail in a few days for their consideration.

The executive and academic leadership team of the College began a series of meetings immediately to hammer out a design for an endowed fund to underwrite programmatic innovations to sustain that kind of activity. We sent the proposal to the Cullen Foundation and in a matter of weeks, we received a \$1 million check to establish the Cullen Fund for Research and Development in Education.

Until the mid-1970's, the Sid W. Richardson Foundation had a giving pattern predominately in buildings. Austin College had been the recipient of a major Richardson Foundation grant for an athletic/recreational center. The foundation's Board brought in a new executive vice-president, an educator who knew the problems and processes of educational institutions. He encouraged creative, problem-solving proposals. He was willing to take these proposals to a Board which had not been making "developmental"--even "risky"--philanthropic investments.

Austin College and Val Wilkie, the foundation executive, sort of found each other in this process and began a series of discussions including campus visits and visits to the foundation offices in Fort Worth. I think it is fair to say that we represented to Val a college that had proven its ability to accept and to engage in self-renewal through pilot projects. Val represented to us a foundation executive who needed a pace-setting institution to invest in so he could get his foundation Board started on a new course of support for emerging and complex issues in higher education.

We discussed with Val our conviction that faculty development was fundamental to institutional and program renewal. This led to a proposal to the Sid W. Richardson Foundation in 1975 for a \$150,000 grant over three years to experiment with various methods and approaches to faculty professional development. This grant, which was approved, was not endowment. It was used outright to assist faculty in their career development activities. This three-year period of experimentation allowed us to develop a rather refined "model" for a Faculty Career Development Program. We sought strategies from various sources, but we made sure that our plan was best suited for the type and size of college that we are. We made sure that our Faculty Career Development Program carried an Austin College imprint.

We reported to the foundation on the progress of these efforts each year during the three-year granting period and then in 1978 when we evaluated the entire process and confirmed that it was successful for both faculty and the College in moving us along the course of change and renewal, we gave the foundation another proposal, this time for \$1 million to endow the Faculty Career Development Program. It was funded over a four-year period.

In both situations, we gave the foundations an idea when the time was ripe, and we had a carefully crafted plan and proposals.

Parenthetically, it is the policy of the Austin College Board of Trustees to use six percent of endowed funds for the purpose for which the particular endowment was established. Earnings in excess of six percent of the fund's corpus are returned to principal to assure steady growth in the fund and to retain dollar value against inflation. Foundation executives and individual benefactors seem to think that this is prudent fiscal policy, and we always point out this management of our endowment funds in our proposals.

I suppose the question is: Will other foundations be willing to provide endowment support for faculty and program development? I think so. The joint grants being given by the William and Flora Hewlett and Andrew W. Mellon Foundations for endowed Presidential Discretionary Funds would be a current example. There are others. You must make a solid case to foundations for endowed funds for faculty and/or program development. You should have a well-defined plan, one that is unique to your institution. You should point out the special benefit of endowed funds in supporting renewal activity that may be beyond the scope of your ordinary operating budget.

I hope that this discussion will be helpful to you in your search for endowed funds to support faculty development activities.

FOUNDATION SUPPORT

Phillip C. Winstead
Coordinator of Faculty Development Programs
Furman University
Greenville, North Carolina

I feel a little awkward talking about foundation support of faculty development programs because it has been mid-1981 since Furman University has had a specific grant in support of its efforts in faculty development. I would feel much more comfortable with Bill Nelsen's topic since for the past two years most of our effort has been in making the transition from grant support to institutional support for the funding of faculty development at Furman.

Yet, I cannot underestimate the importance of external support to Furman because over the period 1975-1981, Furman University experienced an unprecedented time of faculty growth and development as a result of major grants from three foundations--the W. K. Kellogg Foundation (1975-78), the Andrew W. Mellon Foundation (1978-81), and the Lilly Endowment (1978-81). The cumulative effect of these three externally funded projects was increased awareness, improved teaching, and a raised level of expectation among faculty at Furman as they pursued their teaching and scholarly activities.

So, maybe there is a message from the Furman experience which is not only of interest but can be of help to other institutions in similar situations.

I shall describe for you the three completed grant-supported faculty development programs at Furman, outline briefly the current program at Furman, and then, give my opinion, based on Furman experiences, of things one may wish to consider in seeking grant support for efforts of this type.

Furman's Grant-Supported Program

Early in the 1970s Furman University had developed and tested a comprehensive planning model which was designed to provide a consistent way for university administrators to approach decision making as well as a way to improve university accountability by judging operations, not so much by promises but by results. The planning program was supported during these development years (1972-1975) by grants from The Ford Foundation and the Exxon Education Foundation. After careful consideration by the academic administration and faculty, it was decided that the administrative planning model could serve as the conceptual framework for the university's approach to faculty development. Hence, the Furman planning model was used to develop three faculty development programs each of which was supported by major foundation grants. The W. K. Kellogg Foundation during 1975-1978

supported a faculty development project in academic planning. This program trained Furman faculty in systematic planning techniques while allowing them to revise courses, develop new courses, and try new instructional strategies. This program was followed (1978-1981) by two projects. One was the development of mid-career faculty supported by a grant from the Andrew W. Mellon Foundation and the other was a program for new faculty members supported by a grant from the Lilly Endowment, Inc.

Kellogg Project

The Kellogg project, entitled "Faculty Development in Academic Planning: An Approach to Institutional Self-Renewal," ran from 1975 through 1978 and supported two types of planning activities--individual activities and departmental, divisional, or institutional activities. Additionally, there was a series of colloquia, designed to acquaint faculty with some recent trends and issues in higher education, and a series of planning orientation sessions to assist faculty in becoming more proficient in skills involved in planning. Each faculty member who wished to do so submitted a proposal to the faculty steering committee. The authors of proposed planning projects considered fundable by the steering committee were then asked to submit an operational schedule and a detailed budget. Final selection of projects was made by the steering committee on the basis of this information.

Fifty-nine faculty members (41 percent of the full-time faculty) completed projects under the auspices of the Kellogg grant. Their planning involved developing or revising courses, trying new instructional modes, and studying certain topics of interest to the university.

Mellon Project

In 1977, a proposal was submitted to and funded by the Andrew W. Mellon Foundation entitled "The Development of Mid-Career Faculty: A Systematic Approach." In order to participate, faculty members had to be between the ages of 35 and 55; they had to submit to a faculty steering committee detailed five-year professional growth plans in which they were to analyze their personal strengths, weaknesses, opportunities, and threats (SWOTs). They had to list their professional goals for the next five years, show how these goals related to the SWOTs analyses of their department and/or the university, enumerate activities that would achieve these goals, and calculate the financial support needed for these activities.

Forty-one, or 28 percent of the full-time faculty members at Furman, submitted detailed growth plans. The steering committee chose ten of these for full or substantial funding. It was felt that a few faculty members should be given sufficient support to make a real difference in their development at mid-career. However, in order to spread the effects of the program more widely among the faculty, twenty-five additional faculty members who submitted growth plans were given support for one or more of the activities from their plans.

Another aspect of the Mellon project was group development activities. The forty-one growth plans were analyzed for commonly felt needs. For example, two of the needs expressed by several faculty were assistance in using the computer and in designing tests. Therefore, workshops, which were open to all faculty, were conducted on these topics as well as in many other areas identified in the plans.

Lilly Project

In 1977, a proposal was submitted to and funded by the Lilly Endowment, Inc., entitled "The Scholar as Teacher: The Development of the New Faculty Member." This project had four main phases: (1) the equipping of a cadre of experienced faculty members to serve as in-house consultants on teaching and learning; (2) the development of a series of seminars on problems of teaching and learning; (3) the provision of opportunities for some experienced teachers and new teachers to work together in a mentor-novice relationship; and (4) the establishing of a process in which new faculty members could submit proposals for in-house grants to fund projects for the improvement of teaching. Faculty members in their first three years of teaching were eligible to participate in the activities of the Lilly project.

Other Programs

These sponsored projects complemented an ongoing program of faculty development at Furman which included support for travel to professional meetings, sabbatical leaves, and small research grants.

Furman's Current Program

The last of the three faculty development grants expired in June 1981.

For the continuation of current program the academic administration at Furman made available in direct support of faculty development funds equal to approximately one-half of the monies available under the combined foundation grants. The amount budgeted, however, equaled twice as much as was available prior to the grant period. Second, the administration agreed to release a person under a twelve-month contract one-fourth time to serve as Coordinator of Faculty Development Programs.

Faculty development was then divided into three parts, each with a distinct locus of control. First, support for travel to professional meetings remained in the Vice President for Academic Affairs' office. Request for travel funds, approved by the academic department chairperson, go directly to the Vice President who makes decisions based upon merit. The funds come from a budget maintained by his office. Second, sabbatical leave requests and requests for support for traditional small, in-house research projects are submitted to the Faculty Research and Professional Growth Committee. This committee, a standing faculty committee, makes recommendations to the Vice President for Academic Affairs concerning awards for the research projects and the approval or disapproval of sabbatical leave requests. Third, a newly created Faculty Development Committee oversees a variety of faculty development activities stemming directly from the three grant programs. This committee, an administrative committee comprised primarily of experienced faculty members, has both decision-making responsibility and a budget. Five program areas comprise the jurisdiction of the committee. They are new faculty orientation, mini-grants for new faculty projects for the improvement of teaching, in-house consultants, individual activities based on growth plans, and group activities based upon various needs assessment techniques.

Obtaining Foundation Support

There is no formula which guarantees success in obtaining foundation support for campus-based programs. Foundations do have money to award annually, however, and there are a number of principles to follow, which, in our experience, have been significant in the success which Furman has achieved. Among these principles are:

1. A good seek-and-find person in charge of foundation relations.
2. A clear understanding of the appropriate foundation and its interest.

3. Excellent proposal writing skills.
4. A comprehensive planning process during the conceptual stage of developing the proposal.
5. A clear conveyance as to where the program fits in the institution's priority order.
6. Wise selection of project staff.
7. Good evaluation/reporting procedures.
8. Sound dissemination strategies.
9. A realistic commitment to continue the program, if successful, with institutional support.
10. A firm determination to succeed.

These principles just happen to number 10. I close with a maxim that has been very helpful to us over the years-- Progressive Accomplishment vs. Postponed Perfection.

FIFTEEN PLUS ONE LOWCOST FACULTY DEVELOPMENT IDEAS

William C. Nelsen
President
Augustana College
Sioux Falls, South Dakota

One of the most difficult questions for colleges and universities desirous of maintaining a strong faculty in the years to come is this: How can effective programs for faculty renewal be created or sustained during a time of scarce resources?

Throughout the past decade many colleges and universities spent a great deal of money on faculty development. Aided often by foundation and federal grants during the 1970s, faculty development programs came to be viewed by many persons as "expensive" programs reserved for the more prestigious colleges and universities. Indeed, many expensive programs were made possible by outside funds. But at the same time we learned during these past ten years that a significant number of effective programs of faculty renewal can be carried out with relatively small financial resources. Faculty development is not just for the rich. It is and must be for everyone.

This presentation will focus on fifteen, plus one relatively lowcost faculty development ideas. Outlined are fifteen specific program ideas that I came across during my year as Director of the Project on Faculty Development for the Association of American Colleges. These are ideas which have been tried and tested. They can work effectively, and they are of relatively low cost.

Why the "plus one"? This is to highlight one over-arching idea that is more important than any of these first fifteen. It points to a specific practice on college and university campuses which in the long run has the most powerful and lasting influence on faculty renewal.

The fifteen specific ideas are as follows:

1. Small grants for professional development. Many colleges have undertaken internal grant programs, and have discovered that relatively small grants, even those of \$200, \$300, and \$400 can go a long way. I recall vividly an interview I had with one faculty member who had just been awarded a grant of \$400 in support of some modest but important work for him during the summer. He was excited about the grant, because in his perception it was "the first time that my work has been recognized by my faculty colleagues." In another instance,

I recall a college president referring to a faculty member on his campus who had just received a grant, remarking: "He has not yet started his project, but already he stands a little taller. He speaks with a little more assurance." (See Nelsen, Renewal of the Teacher Scholar, Washington, D.C.: Association of American Colleges, 1981, p. 15.)

As part of the professional development fund, the dean should maintain a small discretionary fund. This helps the dean respond to special individual needs which arise during the year, and sometimes even helps the dean maintain a little more popularity with the faculty!

2. Sabbatical leaves. Often we think of sabbatical leave programs as quite expensive items in the budget. However, where full-year leaves can be scheduled at less than half salary without replacement, and where such leaves are carefully scheduled by the departments and the dean, the result can actually provide financial savings for the institution, along with important renewal opportunities for faculty. To be sure, such programs usually work better in larger departments, and sometimes strong encouragement is needed for faculty to take leaves in particular years. However, even in smaller departments other faculty on campus with related expertise can often be called upon to help.
3. Release time and reassignment of time. Release time can be an expensive proposition, if carried out in the traditional manner, whereby a faculty member is replaced by an additional part-time person. However, if carefully arranged, release time programs can provide good opportunities for renewal without great expense. For example, another faculty member could be called upon to pick up the course assignment, especially in cases where enrollment shifts may have lessened course demand in a particular area. Also, another arrangement which has worked well on several campuses allows the faculty member to be released from a course in exchange for his or her teaching an extra course the following year.
4. Faculty-Student research program. A number of campuses are providing relatively small grants to faculty members for their research to be carried out in connection with student assistants, who in turn receive work-study funds. Such programs provide not only renewal for the faculty member through attention

to research and scholarly pursuits, but also excellent learning experience for students. Such programs have been used effectively at Augustana College (Sioux Falls), Pomona in California, and Hope in Michigan.

5. Faculty exchanges. Faculty exchanges have always been a good relatively lowcost idea. The problem is that they have never been orchestrated very well. Under such exchanges faculty have the opportunity to observe programs and practices in another setting, and their opportunities for scholarly work are usually enhanced when absent from all the committee work that they are usually involved in on their home campus. To make such exchanges work, administrators on the campus must provide a sense of openness toward the idea, personal encouragement for faculty to pursue such exchanges, and assurances that such exchanges will be supported through regular faculty development funding assistance.
6. Support for "new scholarship." In my book Renewal of the Teacher Scholar there is a separate chapter entitled "Call for a 'New Scholarship.'" The great majority of our faculty don't publish at all, and many that do publish, publish too narrowly. The ideas expressed in this chapter include the sharing of lowcost manuscripts among faculty on campuses, through consortia, and where possibly, across disciplines. Such publications would be refereed by faculty colleagues, so that quality scholarship would be encouraged and due credit given by administrators for pursuit of such scholarship. Campuses can aid such scholarship by encouraging more presentations by their own faculty at on-campus seminars, forums, and workshops, as well.
7. Visiting departments at other colleges. Most colleges provide some support to allow faculty members to attend their national professional meetings related to their disciplines. But the cost of travel and lodging has made it increasingly difficult for faculty members to attend such meetings regularly. Thus, some colleges are experimenting with other uses of these monies. One idea is using these funds to spend time with colleagues in departments in nearby colleges, sharing ideas for both teaching and research. This has the advantage of seeing their peers in their home settings, and sometimes what is learned is as practical and beneficial as what can be learned at national meetings.

8. Corporate faculty development. Colleges are learning that group learning activities for faculty are often not only efficient but also have the potential of reaching a larger number of faculty. Some faculty who may not respond to individual opportunities for research or instructional development, may more willingly get involved in group activities with their colleagues. Many colleges have successfully run workshops for faculty in writing, computer usage, interdisciplinary learning, etc.
9. In-house seminars. A college should always remember that it has many experts within its own household. Colleagues can be called upon to teach other faculty in a wide variety of subjects. This practice has been effective not only in faculty development but also in establishing a stronger sense of kinship and community among faculty members themselves.
10. Regular time of sharing. A number of colleges have instituted regular programs of noon luncheons or late afternoon seminars in which faculty share with each other ideas concerning curriculum development, research, and teaching. It is helpful if someone on the campus is assigned to be the coordinator for such activities and can be given some release time to provide real leadership. It is also helpful if the topics for discussion are specific enough for faculty members to feel it would be worthwhile to join in the discussions. Useful sharing of ideas has taken place around such topics as "What do you do on the first day of a class," or "Problems of interdisciplinary teaching," or "Differing approaches to grading in introductory courses."
11. Taking another faculty member's class. In doing my work with the AAC Project on Faculty Development I encountered a number of instances where faculty members agreed to take each others' classes. For example, one faculty member would sit in on a colleague's course during the fall semester, and the situation would be reversed for the second semester. This was done either for self development in content and teaching or for examining the possibility of putting related courses together to develop an interdisciplinary approach. Whatever the reason, faculty members reported that the experience was usually quite positive for both persons, and it is obviously an inexpensive way of bringing about growth and new challenges.

12. A good evaluation system. As I traveled to over 20 colleges during the AAC study, I encountered no faculty that was prepared to praise the faculty evaluation system on campus. However, those which were most positively received were flexible and included good opportunities for self-evaluation. But the biggest problem was lack of feedback and encouragement in response to evaluation. Faculty evaluation can be and ought to be used much more frequently as a take-off point to encourage continuing faculty renewal. The combination of a flexible, responsive evaluation system, feedback and encouragement from department heads and deans, and having in place at least some of the faculty development opportunities outlined above can provide a situation of continuing growth and renewal.
13. Professional growth planning. Several colleges, including Austin, Furman, and Gordon, have instituted useful programs of professional growth planning. Under such programs, faculty members must look one to five years ahead to set forth their specific plans for scholarly and instructional renewal. The college must be prepared to provide some specific faculty development programs to respond to such plans, but the process itself is extremely important in stimulating renewal.
14. Praise. Both faculty and administrators should remember that one of the most important means of encouraging renewal is sincere interest, support, and finally praise for those faculty who have undertaken renewal projects and programs. I recall vividly one interview I had with a faculty member during which I had asked him several questions about his current scholarly and teaching projects. He was very excited to talk about these, but was obviously saddened to admit that it was the first time anyone had taken time to talk to him about his specific interests for a long time. His own colleagues and administration had failed to do so. An atmosphere of praise and support on a campus can go a long way, often much further than major budgetary commitments, in encouraging renewal.
15. Your own ideas. This point is included to emphasize that each campus is different. It is hard to borrow too specifically from the ideas of others. Faculty members must be encouraged to review and articulate their own needs and plans, before programs are implemented. In this way faculty will have a sense "ownership" of the faculty renewal program and are more likely to take advantage of the opportunities.

Plus one. I have saved one specific idea for last and labelled it "plus one" because of its over-arching importance. Yes, a college must put in place a variety of faculty development programs, have a good evaluation system, give support and praise, make sure the faculty plays a key role in the planning process. But in the long run what will have the most lasting impact on continuing faculty renewal is a raising of the standards and expectations on the campus for quality of teaching and scholarship. Standards and expectations must be made clear. I visited a campus where faculty members often remarked, "I don't know what's expected of me." They were referring to policies related to hiring, promotion, and salary. However, there were other campuses where the signals to the faculty were quite clear. These signals came from the president, the dean and faculty committees themselves, and they called for quality in teaching, pursuit of scholarship, and a commitment to continuing renewal and development. I recall quite well a faculty member at one campus which had a strong program in faculty development, remarking: "The faculty here now has a higher self-expectation for self-development."

Effective faculty development can be carried out with relatively scarce resources. The ideas stated above are suggestive of a much larger list that could be developed. Each faculty must be challenged to come up with its own ideas to promote development and renewal on the campus. But it is my contention that faculty development must always include that "plus one", for it is the raising of standards and expectations that will make continuing renewal of our people and our institutions possible.

FACULTY DEVELOPMENT:
APPLYING WHAT WE HAVE LEARNED FOR THE IMPORTANT YEARS AHEAD

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Note: This presentation is adapted from sections of an article entitled "Faculty Who Stay: Renewing our Most Important Resource" which will appear in Faculty: Versatile Human Resources to be published by Jossey-Bass later this year.

Clearly faculty development has been one of the major emphases in colleges and universities throughout the past decade. Concerned about an aging, less mobile faculty and spurred on by financial support from foundations, federal government agencies, and often internal budgets, colleges and universities created a wide variety of new approaches to faculty development, in addition to shoring up old ones. These new approaches were many and varied--opportunities for summer study and release time, the creation of centers for teaching improvement or instructional development, new forms of student and peer evaluation, short-term workshops in institutes on special topics concerning both scholarly content and new approaches to teaching, faculty growth plans, internships for faculty in areas relating to their disciplines, faculty exchanges, mentor programs between senior and junior faculty, and many others. In addition, the more traditional approaches of sabbaticals, special leaves, and travel to professional meetings were begun on some campuses and given new emphasis on others. (For descriptions of these old and new approaches, see Bergquist and Phillips, 1975, 1977, 1981, Centra, 1976, Freedman, 1975, Gaff, 1975, 1978, Linquist, 1979.)

The problems which sparked the concern for faculty development programming have actually become more acute. But in typical American fashion, we have become tired of concentrating on this particular subject and turned our attention to others. Yet, recent conversations by this author with a wide variety of people in colleges and universities have indicated that most campuses are still struggling with the issue of how to create and maintain effective programs in faculty renewal. While the timing is difficult for undertaking new programs, especially expensive ones, there is little question that for a variety of reasons faculty renewal is now more important than ever. Four reasons are especially acute:

1. To combat decreased mobility. The 1970's were already a period of decreased mobility in colleges and universities, but some movement was taking place. The 1980's

despite our efforts at early retirement options, movement out of the academy to other professions, and similar strategies, will clearly not witness an influx of new faculty into the profession. Many colleges will be facing difficult periods of retrenchment. Faculty development programs for those who remain will be more important than ever.

2. To overcome faculty malaise. During a recent visit to a college campus, this author heard a college president remark, "We must do all we can to prevent college teaching from becoming the 'depressed profession' during these coming years." During periods of retrenchment, there is great danger that faculty morale will suffer and that retrenchment can turn into "intrenchment." We could turn inward upon ourselves and fail to adapt to a changing world as faculty fight for scarce resources. A careful, well-thought-out process of adjustment within our institutions can prevent this attitude. But perhaps more importantly, an ongoing, exciting, enriching faculty development program can be extremely important in keeping our educational programs alive and lively, even during difficult times.
3. To take into account new findings in adult and student development. Throughout the late 1960's and the 1970's, there developed a much larger body of literature concerning both adult development (Levinson, 1978; Sheehy, 1974) and student development (Perry, 1968; Heath, 1968, Chickering, 1969; Astin, 1978; Katz, 1968; and others). Most of the faculty development programs created during that period either came too early or failed to take into account many of these important findings. New understandings of the changes in various stages of adult life have major implications for encouraging faculty personal and professional renewal. In only scattered instances have faculty development programs drawn upon the findings of student development researchers. Knowing how students grow and change intellectually, socially, and emotionally during the college years can have profound implications for differing approaches to teaching. Faculty development programs can encourage significant renewal by challenging faculty to reexamine both course content and pedagogical approach in light of these new findings.
4. To meet institutional needs, especially the challenges of a period of constraint. In the next several years institutions will be forced to make important adjustments to changing enrollment patterns as well as new

curricular needs. Moreover, colleges and universities by and large will have to call upon existing resources, not new ones. This will mean that many faculty will have to take on new assignments to fill in the gaps or meet curricular needs dictated by a changing society. An active faculty development program can help faculty take on these new challenges and help institutions alter size and program.

What Have We Learned

This presentation will focus in two directions: first, a look backward to examine what we have learned, and second, a look ahead to explore several key issues in higher education in which faculty development programming will play a major role.

What have we learned concerning what is really needed in faculty development programming and what works? These are essentially the questions that were addressed in the AAC study of faculty development activities in 20 colleges around the country. For examples of effective programs in each of the four areas mentioned above, see Nelsen and Siegel, Effective Approaches to Faculty Development, (1980). And for a more complete personal analysis of all the important issues in creating effective programs of renewal, see Nelsen, Renewal of the Teacher Scholar, (1981). Based on this previous research and writing, there are seven specific guidelines which appear most important in meeting current needs in faculty renewal with programs that work. These guidelines are as follows:

1. A multi-faceted, flexible approach is best. Faculty are versatile human resources. Faculty development programs must, therefore, respond to versatility, not sameness. Colleges that have instituted only a single form of faculty renewal have ordinarily reached only a small portion of the faculty. Colleges that have tried a more flexible approach seem to reach more faculty and to do so with more lasting impact. To the extent possible, faculty development programs must provide a variety of opportunities--for research, teaching improvement, curricular change--and a variety of approaches--individual grants, group study projects, exchange programs, release time, etc. Only in this more flexible manner will a significant number of faculty be affected.
2. Individual activity in faculty renewal must be balanced by corporate activity. Because faculty are versatile, it is important to have opportunities on campus for individual responses. This has been the most typical method of developing and renewing people--through sabbaticals, professional travel assistance, release

time, or individual grants. Such opportunities can be very effective. Even small, well-administered grants can have a very important effect on an individual faculty member. In the course of an interview, one faculty member, who had just received a small \$300 grant, remarked, "This is the first time that I have ever received a grant for anything that I was doing in my teaching." This small piece of recognition nevertheless had a very positive effect on him, as it encouraged him to do some useful research and to try a new approach to teaching.

However, it is the contention of this author that individual approaches to faculty development must be balanced by corporate activities which provide opportunity for faculty members to work closely with colleagues and take into account broader institutional and curricular goals.

The process of faculty members working for their renewal with other colleagues can be important for a number of reasons. For example, individualized approaches to faculty renewal tend to encourage "compartmentalization" of the faculty. If a college puts all of its faculty development funds into individualized activities such as summer study grants, release time, or special travel, it may actually encourage additional intellectual divisions among faculty ironically at a time when the same college may be working to create interconnections in the curriculum. In the past several years, a number of colleges (see Nelsen and Siegel, 1980, and Nelsen, 1981) have put necessary emphasis on corporate faculty development programming. The result has been an improved intellectual interchange among faculty, a stronger sense of what can be gained from colleagues both within and outside one's department, and the development of a more active intellectual community on campus--for the benefit of both students and faculty.

Corporate faculty development programming can have other important benefits. Such activities can often reach a much larger number of faculty even within a relatively small faculty development budget. They often touch faculty who are reluctant to pursue individual study or research. They can often have a direct impact on classroom teaching--especially where such activities are aimed at developing specific skills useful in the classroom--such as analysis of writing, practice in listening, understanding statistics, use of the computer, specific new approaches to teaching

and learning. For many faculty engaged in group activities, the result has been a gain in self-confidence in scholarly pursuits and in classroom teaching and for the college or university an improvement in the community's intellectual life.

3. Curricular renewal and faculty renewal must be closely, yet carefully interwoven. Curricular change is often a good way to encourage faculty development. However, for curriculum changes to be implemented effectively, a great deal of preparation on the part of faculty is necessary. This means that faculty must be given time and support for teaching new content, providing new combinations in the curriculum, and developing new approaches.

Such preparatory experiences can be extremely enriching for faculty. In fact, it has been said that curriculum change often can be of greater benefit to faculty than to students. For example, a number of institutions have devised new inter-disciplinary courses in general education. Many of these courses have forced faculty members to learn about other disciplines, to teach alongside colleagues, and to explore with them new fields of thought. Faculty themselves are pursuing the integration of knowledge rather than leaving that role to the students themselves.

If faculty development and curriculum development are not carefully interwoven, frustration can result. For example, on several campuses in the AAC study, faculty were provided special grants to pursue study leaves to learn other disciplines. When they returned to campus, many were anxious to have an opportunity to develop inter-disciplinary courses or to teach in these new, related fields. Unfortunately, the curriculum committee and relevant departments were not prepared to make the adaptations to allow for these new approaches to teaching. Thus, both the faculty development program and the faculty's enthusiasm for teaching suffered. On the other hand, where faculty development opportunities were closely linked with curriculum change, renewal of both curricular content and the teachers themselves was promoted.

4. Teaching improvement programs can be successful, if carried out with sensitivity. In the AAC project, programs aimed at the improvement of teaching were usually least successful on a campus. Why was this so?

Teaching is undoubtedly an extremely sensitive area for most faculty. As one faculty remarked during the project, "Faculty are reluctant to think they can be told anything about teaching."

Most programs aimed at improvement of teaching suffered for two reasons: (1) they were not specific enough, and (2) they were too "clinical" in their approach.

Many teaching improvement programs were created around some general topic such as "Developing Your Teaching Skills." Most faculty were skeptical of such programs and stayed away from them. However, where the concentration was on specific skill improvement, such as how to lead a discussion, how to utilize media resources, how to handle problems in inter-disciplinary teaching, etc., faculty response was positive. Whenever they felt they could learn specific skills that were useful in the classroom the next day or over the next several months, faculty were ready to give the program a chance.

Often teaching improvement programs have been created with the impression that there was something clearly "wrong" with the teaching being carried out on the campus. This clinical approach did not attract many "patients." However, where the impression was given that all faculty have special talents and skills to share with each other, the response was again much better.

5. We must expand our ideas of scholarly professional development. Most people agree that there is a great deal of value in committing ideas to writing or in some way or another holding them out for public review. Over the past two decades, a great deal of money and effort have gone into assisting faculty with individual research grants leading to publication and presentation of papers. At first glance, this seems to be a very positive situation. However, when one probes deeper below the surface, troubled waters appear. Many faculty feel that scholarship is not being enhanced at the present time through typical faculty development programs. For example, younger faculty are being encouraged to publish very early in their careers and often in very narrow, specialized areas. This is understandable, since working on the "edge" of a discipline in some specialized area is often the way to get something published. One faculty member, himself a publishing scholar, became so concerned about this situation that he remarked, "Young faculty often publish too soon because of the pressure they feel. As a result, many good potential young

scholars are being ruined." This situation has resulted in some real tension for younger faculty. At a time when they are trying to learn to teach in the broad, central areas of their discipline, they are forced to do their research in fairly narrow areas.

The same situation has been troublesome for senior faculty. Many senior faculty are not publishing, as they feel they won't or can't compete for publication in national journals. Yet many of them have valuable insights to contribute, as a result of their years of teaching. (See Light, 1974)

Is the answer to the situation to stop researching, writing, and publishing? No! What we do need to do is to develop new outlets for broader scholarship. Suggestions have included more opportunities for faculty to present papers on campuses or in consortia. Various colleges could link together to enrich faculty through the exchange of manuscripts and the sharing of ideas. The hope is that more faculty would put their scholarly ideas into writing or at least to lay them out for public view in a meaningful way.

6. Personnel management is not a strength of the academy, but it is something we must learn. In the world of business, a great deal of energy is spent on personnel management--evaluating people, providing regular feedback concerning these evaluations, giving encouragement and support for continuing development, correcting problem areas, and planning for long-term growth and development.

But personnel management is not a strength in the academy. In fact, the whole idea is often an anathema to faculty members and administrators. Recently, at a faculty gathering in which the author addressed this subject, one faculty member objected strenuously to the use of the term "management" in relation to faculty matters. For such persons, perhaps we should substitute the term "colleagueship" and let the same principles apply. That is, for continuing faculty renewal we need to work with our colleagues in giving them feedback, support, and encouragement.

A good system of "personnel management" is crucial to faculty development. We need to prepare department heads, deans, and others to be able to link systems of evaluation and feedback with personal encouragement and rewards for continuing development. Some colleges have responded to this need by instituting "training programs" for department heads and appropriate administrators in order to promote better personnel management and faculty renewal throughout the institution.

7. Organizational change is usually necessary for faculty development to become more prominent and permanent within an institution. John Gardner has written that "The developing of one's abilities is a dialogue between an individual and his environment" (Gardner, 1965). Faculty and administrators must ask, "What kind of environment are we creating for faculty renewal on our campus? Are we creating a climate that is receptive to and demanding of faculty development?"

In the author's travels to many liberal arts colleges around the country, the one factor mentioned most frequently by faculty which encouraged their continuing renewal was the overall "climate" on the campus. A more positive climate for renewal seemed to be encouraged especially by the following:

- (1) An adequate budget for faculty development activities,
- (2) A committee structure which gave faculty development a prominent place, not a minor role,
- (3) A reward structure which clearly encouraged continuing renewal,
- (4) Clear and demanding expectations for continuing renewal on the campus,
- (5) A community of support and encouragement from both faculty and administrators.

In short, what made the most difference was a total campus environment which said that renewal of faculty was important and evidence that it would receive continuing support in a variety of concrete ways.

A Look Ahead: Faculty Development and Key Issues of the 1980's

For years, we in the academy have been warned that we faced times of tremendous difficulty and challenge in the 1980's. We were warned that we would face a combination of enrollment difficulties, significantly fewer students coming out of the high schools, a slumbering economy, continuing concerns about energy, and the accompanying problems of staff reductions and enrollment competition. Now we are in the midst of such times. Institutions already have or soon will begin going through periods of retrenchment of staff. Ironically, this period of retrenchment may mean that faculty development will be more important than ever. Many faculty will be called upon to move into new or related areas, and to undergo retraining and renewal in the process.

We will need to be flexible in our renewal programs to allow this retraining to take place, and we will need a sense of strong support, both for those faculty leaving the institution and for those called upon to take on new roles.

When campuses become smaller, faculty renewal programs can help keep them active and lively. Smaller does not necessarily mean worse, in fact it may mean better. The faculty who stay may be in the same or new teaching roles. But in either case, renewal programs can help keep them effective in relation to both curriculum content and new approaches to teaching.

Loss of important values in the 1980's? Colleges and universities are now in the midst of making adjustments to these times. Some institutions will do extremely well during the coming decade, others will struggle, some will likely fail. But the most important question for the future of higher education may not be which institutions are going to do well, struggle, or fail. The crucial question may well be, "Which values will emerge as the most prominent in American higher education in these years to come?" The transmission of values has always been an important role of higher education institutions. This role has been and will always be present, despite the disclaimer of those who argue in favor of "value free" education. Total objectivity within the classroom or outside of it is simply impossible. Values are constantly taught, not only by teachers but also by those who administer and by those who set policies, whether through faculty and administrative committees, Board of Regents, or even state legislatures.

Thus, the problems that we face in the future will not be a lack of values. Rather, the question is which values will we teach, both inside and outside of the classroom? And, of importance to us in relation to the focus of this chapter, which values will we either promote or discourage through our commitment to and structuring of faculty development programs?

Traditionally, the academy has stressed the values of quality, community, cooperation, institutional loyalty, intellectual and moral leadership, and similar values which grew out of our concern for solid scholarship, scientific inquiry, human development, humanistic education, and the teaching of a sense of service. However, faith in these traditional values appears to be rapidly eroding for two basic reasons: 1) confusion of mission in our institutions and 2) emphasis on the expedient.

(1) Institutions of higher education appear to be more and more ambivalent about which set of values they stand for. Even during the growth era of higher education many institutions failed to sort out their missions. There was little need to do so as long as the students were continuing to arrive on the

campus. Now, during a time of student enrollment decline, many institutions are scrambling to find new markets and put in new programs with little attention to the central mission of the institution.

(2) The old values, which related primarily to the search for truth and the service of humanity, are being replaced more and more by values dictated by economic considerations. Values which once seemed very important to the essential mission of an educational institution have often become lost in the cost-benefit equations. Education has always been concerned with the practical. But previously, practical referred to what was useful to the good or well-being of mankind. Now practical is understood more in terms of the expedient, what might help bring more students or more funds, at least temporarily, to an institution.

It is ironic that this confusion of values in our higher educational institutions comes at a time when we have been giving increasing attention to values questions in the curriculum. Throughout the past decade there has been an increased emphasis on teaching of values and ethics. Yet at the same time institutions are giving seemingly little attention to the values they teach and promote through administrative and policy-making practices and in certain cases through faculty development programs.

During this coming decade what values, which we previously stood for, are we in danger of losing from the academy? The following are values which this author believes are crucial in these coming years, values which are in danger of being lost, or severely eroded, or worse yet, completely ignored during this period of constraint.

1. Quality. Colleges and universities of all kinds and sizes have traditionally held high the value of quality. Quality used to be assigned to only certain kinds of institutions which took in outstanding students and turned out, therefore, outstanding students. The real mark of excellence for an educational institution in the years to come will be what it actually does to improve the intellectual and moral qualities of students (and where particular missions call for them, spiritual, physical, and social maturity of students). However, if our institutions are to have a quality impact on students, the students recruited must fit the mission of the institution and resources available on campus. If an institution, in its scrambling for new students or new market areas, goes after inappropriate groups of students, and then fails to provide the resources on campus to assist student growth, including a properly prepared and developed faculty, and has a high rate of attrition as a result, most assuredly quality is lost in the process.

2. Community. In many of our institutions we may be past the point of speaking of maintaining community in the older sense of a group of persons dedicated to a common goal and strongly supportive of each other in that dedication. Still there are qualities associated with community that must not be lost, such as collegiality, participation, communication, fairness, and trust. During interviews in the AAC project in faculty development, this author was distressed to find that many of these traditional values associated with community were no longer given the proper attention, even on relatively small campuses. In many of these interviews faculty members spoke of their feelings of loneliness and lack of support. They felt estranged from other faculty because it was hard to relate to persons outside of their discipline or subdisciplines; communication between departments or divisions was poor; they felt they had gained little support from colleagues or administrators in relation to their particular interest; they felt they did not have enough participation in the decision-making on the campus, which in turn raised questions of fairness of decisions and the ability to trust in the process.

As a result of the shift away from community-building processes, we seem to have replaced our old sense of collegiality and community with a more purely legalistic system of operating. This can readily be seen with the enlargement of our faculty and staff handbooks over the past decade. It is extremely difficult to find a sense of community when we operate through an increasingly legalistic system of relationships within the academy.

3. Cooperation. In our colleges and universities we have often stressed in our curriculum the concepts of liberality, tolerance, and the value of consensus. It appears to me that in our administrative and governance practices these values have been abandoned more and more in favor of hard-line positions, intolerance, lack of understanding, and often a lack of forgiveness. At one institution during a debate at a faculty meeting over whether or not a new program should be included in the curriculum, a group of faculty in the humanities division responded by walking out of the meeting. Many of these faculty returned to the classroom the next day to teach some of the great lessons of history and literature concerning liberality and tolerance. As with community, the sense of cooperation can only be fostered on a campus where both administrative and faculty leaders are committed to its importance.

4. Institutional loyalty. In recent years faculty and even administrators have seemed to give more loyalty to their particular profession than to the place where they work. Faculty think of themselves first as biologists, political scientists, sociologists, etc. and only secondarily as a member of a particular faculty. Serving one's "profession" in this more narrow sense has its benefits of course for both the individual and higher education generally, but service to one's particular disciplinary profession must be balanced by service to college and community.
5. Intellectual and moral leadership. One of the most important roles of our educational institutions in the past has been their independent critical view of other institutions within our society. Both faculty and administrators have served as sensitive critics and evaluators of the goals and directions of business, government, the church, and other agencies. In this role they have called for a continual search for truth, and a constant raising of important moral and ethical questions. There is a great danger that in the 1980's, colleges and universities will let financial problems, internal battles, and the search for money and students get in the way of this important function.

Values in relation to faculty development. What are the implications of this potential loss of values in these various areas for faculty development programs? In relation to each of the five example areas cited above, both the content and the structure of faculty development programs can make a significant difference.

1. Quality. There will be tremendous pressure in the years ahead to abandon faculty development programs and funding altogether. Yet quality cannot be maintained without a constant sense of renewal by individuals, by groups, and by the entire institution itself. Faculty development funding and programs must be seen as extremely important for both the short-run and the long-run future of our institutions. As one college president stressed, "Faculty development funds are the most cost-effective dollars we have." Only this type of positive, committed attitude to faculty renewal can insure that quality in serving various types of students in our educational institutions remains high.
2. Community. Faculty development programs can either enhance community or detract from it. For example, if faculty have a sense of ownership for their own renewal

and alongside it a sense of administrative support, more faculty will join in the process, with greater appreciation for their own renewal and the backing of the administration. Also, if faculty development programs are created so as to give opportunities for both individual and corporate renewal, some of the tendencies toward isolationism and compartmentalism within our institutions can be avoided. Faculty can be brought together for their own renewal and for the development of a vital, intellectual community.

3. Cooperation. When faculty development programs are structured in a multi-faceted, flexible way, taking into account the versatility of faculty, a sense of cooperation can be fostered. Where good programs of faculty evaluation are linked with effective renewal programs, faculty can have a stronger sense of cooperating with each other, listening to each other, and giving support to each other in their renewal efforts. Also, faculty can learn to work together through consortium arrangements, through departmental programming, through interdisciplinary efforts, and through campus-wide development activities in a spirit of cooperation. This cooperative spirit can lead to greater faculty involvement in their own renewal and can help in setting the proper climate for both students and faculty as they seek to learn from others around them.
4. Institutional loyalty. A strong faculty development program can have a very positive impact on the renewing of loyalty by faculty not only to their disciplines but to the institution as a whole. When the institution has a clear sense of mission, when it has demonstrated a sense of concern for a faculty member's life and career, even during times of retrenchment, when it has shown a dedication to individual and collective growth and renewal, the responses of faculty can be very positive toward the institution, even in, and perhaps especially in, times of difficulty.
5. Intellectual and moral leadership. Faculty development programs must focus on key intellectual and moral questions of our time. There will be pressures in the coming years to avoid controversial issues and to support faculty in their renewal efforts only in those areas which seem to meet shifts in student enrollment or promote new markets. If faculty development programs ignore the great questions of bio-medical discoveries, socio-ethical issues, political concerns, and other deep ethical questions, the public in the long run will recognize a loss of integrity in our institutions. Perhaps more importantly, faculty will stay out of such development programs when they feel their own sense of integrity and the search for truth are not supported.

Creating an Atmosphere for Renewing Our Faculty Resources

As expressed earlier, the most important thing we can do in these years to come is to create a climate on our campuses that promotes continual renewal of our most important resource, our faculty. We can do so by providing adequate budgets, making expectations clear, and providing a sense of support and reward throughout the campus. Still, there is a fear among many that none of these steps will be enough to alter a sense of despair and low morale during difficult times. (See Wheeler, 1978)

Yet, these years to come do not have to mean for us a period of malaise and discouragement. While it is clearly possible to view these years ahead as difficult, as "the worst of times," in some ways they may turn out to be "the best of times."

Those involved in marriage counseling have discovered time and time again that when a couple faces a period of crisis one of two things can happen. If the couple cannot stand the pressures, they drift apart, blame each other for their problems, and finally separate and divorce. On the other hand, the time of crisis can bring them closer together. They examine more carefully their commitments, their goals, their concerns, and they become a stronger, more mature, more loving couple.

It is possible for us in higher education to go in either of these directions also. During these years to come we could lose our sense of concern for our important traditional values, fight non-productively for a declining student pool, lose our sense of direction and integrity, and our continuing sense of renewal. On the other hand, all the pressures we face can force us to examine our purposes and direction more carefully and renew our commitments to important values and help us see the need for constant renewal. In fact, these times may force us to be doing what we should have been doing all along--including a dedication to the continuing renewal of our most important resource--our faculty.

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FACULTY DEVELOPMENT AT GORDON COLLEGE

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Introduction

In the decade of the 1960's student development was a topic of major interest to college and university educators. Our concern about student development was a pragmatic response to the student unrest which was stimulated by national and international crises. The student culture and mood have changed over the course of the past decade and, consequently, educators have shifted their focus of concern and activity. In recent years faculty development has supplanted student development as a dominant theme in higher education. As was the case with our heightened interest in student development, we shifted our focus to faculty development out of pragmatic considerations.

The economic depression in higher education with its accompanied steady state condition, tenured-in faculties, decreased mobility, and increased demand for accountability were the realities which finally turned our attention to the development of the greatest resource of any educational institution; namely, its faculty.

Predictably, for these same reasons we have seen a renewed interest in the matter of organizational development. Educators are groping for responses to the myriad of ills which have beset us in this last decade and which cloud our future. Faculty and organizational development efforts are logical responses to our concern about the health, vitality and future of our institutions.

As it relates to faculty development, it should be noted that little theory exists to provide direction to our practice. Hodgkinson, Levinson, Sheehy, and others have enlightened us somewhat in matters relating to adult development but we continue to practice faculty development without a comprehensive theory to inform our efforts. Our work in faculty development has been largely intuitive, experimental and trial and error. Let us hope that theory will emerge from our practice; to be sure, we must always be practitioners of faculty development but some among us must lead the way in the development of a theoretical base to support and advance our well-intentioned practice.

General Principles of Faculty Development

Higher education has to do with the development, shaping, and forming of people. Ours is a people development enterprise

and, while many ingredients are essential to that process, it must be recognized that the faculty is the primary ingredient in the educational experience. Sophisticated programs and attractive physical facilities are simply supportive means to educational ends and, in the final analysis, we must conclude that it is people who impact on people - faculty influence student development more than any other component of the learning process. It follows then that if our ultimate task is the growth of students, and if faculty are the dominant force in student development, we must make the development of our faculties a central theme in our priorities. A first principle of faculty development then is a recognition that the shaping of students lives is inextricably linked to the growth and vitality of faculty.

Not only do faculty exert significant influence on students, they are the principle factor in establishing the ethos of an institution. Given the current state of affairs in higher education, we must give vigilant attention to maintaining vitality and dynamic within our colleges and universities. A vibrant, developing faculty creates movement, growth, and energy within institutions which traditionally have been slow to change. By their very nature, colleges and universities are conserving institutions - they are dedicated to conserving wisdom and knowledge of past generations. The status quo is too often the acceptable norm and, in many of our institutions, there is little urgency to change. Someone has suggested that changing a college or university in a significant way can be likened to performing surgery on a man while he carries a trunk up a flight of stairs. Change is indeed a difficult process and human and organizational inertia militate against it. An effective faculty development program will contribute significantly to institutional vitality and change.

A third general principle relating to faculty development is that it must be viewed in the context and understanding of the institutional climate. There must be a sense of expectation of growth which the institution thrusts upon faculty members. A press toward individual innovation and development must be part of the fabric of the college - the institutional milieu must call forth and support the great potential and abilities resident in faculty. In his book Self Renewal, John Gardner suggests that, "The development of abilities is at least, in part, a dialogue between the individual and his environment. If he has it to give and the environment demands it, the ability will develop." The leadership of a college or university must create an environment receptive to faculty development. Related to this principle is the axiom that a faculty development program must be tailor-made to the needs of each particular institution and faculty. A successful program in one institution

may not be successful in another setting. While there is much in our faculty development practices that is transferable, each program must be planned and implemented in the context of both faculty and institutional needs.

Gordon College

Gordon is an independent, Christian, residential liberal arts college committed to 'an approach' to education which integrates faith with learning and seeks to offer a holistic experience for our 1100 students. We have 60 full-time faculty, 90% of whom have the terminal degree and 65% are tenured. We have a rigorous, systematic process of faculty evaluation, a high sense of collegiality in our governance process, and are tuition-driven in our financial structure. A principal strength of the college is its faculty and their commitment to uncommon quality in teaching and advising.

The Faculty Development Program at Gordon College

The Faculty Development Program at Gordon College is comprised of the following components:

1. Workshop and seminars
2. Sabbatical leaves of absence for one academic quarter every four years
3. Annual awards for excellence in teaching
4. Faculty Growth Contracts or Individualized Development Plans

We have been using growth contracts since 1976 and faculty participate on a voluntary basis with approximately 75% of the faculty involved annually. The program is directed by an elected committee of the faculty and under the general supervision of the Dean of the Faculty. Our program is not formally related to our program of faculty evaluation but, at the option of the individual faculty member, is a significant ingredient in the evaluation process. The W. K. Kellogg Foundation assisted us with approximately one-third of the funding for the first four years of the program. Today the program is funded totally out of our current operations budget. Two doctoral studies have assessed various aspects of our program.

Outcomes of Faculty Growth Contracts

We have been able to document the following outcomes of our program:

1. Faculty are pleased with the program, it has impacted positively on morale, and has become a significant part of the ethos or climate of the college.
2. Scholarly productivity has increased.
3. Faculty involvement in professionally related activities has increased.
4. Curricular innovation has been evident. New courses have been developed and old ones revitalized.
5. Quality of instruction has improved - this is based on student evaluations and self-reports of faculty.
6. Instructional experimentation has been encouraged.
7. Collegueship among the faculty has been enhanced.
8. Program development has occurred as a result of growth contract activity. Most notable in this regard is our program of Field and Cooperative Education.
9. Faculty participation has resulted in enhanced self-fulfillment based upon accomplishment of specific objectives.
10. Our faculty development program has been a significant positive factor in recruitment and retention of faculty.
11. Faculty development has encouraged us to implement a modest program of development for administrators.
12. As a result of our experience we have been able to contribute to the larger movement of faculty development in higher education. We have disseminated our experience through some 80 seminars and workshops and distribution of thousands of our handbooks on growth contracts.

Ingredients of Success

We believe whatever success we have achieved in our program can be attributed to the following factors:

1. There has been faculty ownership of the program - it has not been imposed upon the faculty.
2. Administrative commitment and support has been evident. Faculty development is seen as a high institutional priority.
3. Faculty participation has been voluntary.
4. The program has been individualized to each participant's strengths, weaknesses, and needs.
5. Evaluation and personnel decisions have been formally separated from the program. At the same time, individual participant outcomes, submitted voluntarily, have been important elements in evaluation, promotion, and tenure decisions.
6. A climate of trust and collegiality provided a frame of reference for the beginning of the program. This climate has been enhanced as a result of our experience.
7. Individual accomplishments through growth contracting has been a motivating factor for participants and encouraged acceptance and continuing involvement.
8. The financial resources available to support growth contracting objectives is an important aspect of program acceptance. If one does not participate in the program, there is less money available for professional activities.

The development of people is basic to our institutional mission and we renew our colleges and universities through the renewal of people. Again, in Self Renewal, John Gardner says: "The self-renewing man never feels he has arrived. He knows the really important tasks are never finished--interrupted perhaps--but never finished. All the significant goals recede before one. The man who thinks he has arrived has simply lost sight of those goals or perhaps never saw them in the first place."

Faculty development, and particularly growth contracts, are a viable means of renewing faculty through the process of self-assessment and specific goal setting. This approach has served us well at Gordon College.

AUSTIN COLLEGE'S EXPERIENCE

Charles R. Barr
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Austin College's Career Development program grew out of an institutional concern about tenure quotas. In the early 1970s over 60% of the faculty in the College were tenured, and the administration was charged by the Board of Trustees to look at alternatives to the tenure policy then in effect. A decision was made to suspend applications for tenure and promotion for one year while alternatives to tenure were studied. As you might expect faculty morale was not particularly high at that point.

No clear alternative to tenure was found as a result of these studies, and a determination was made against imposing a quota on tenure. In effect the institution was making a commitment to support the faculty even at the expense of flexibility of staffing. At the same time the College recognized the importance of instituting a formalized program to insure the continuing professional growth of the faculty.

One of the significant differences of the Austin College Career Development Program is that it is mandatory for all faculty members. The institution made a commitment to the faculty in regard to the tenure decision and the faculty were asked to make a corresponding commitment to the institution to carry out a plan of career development. This was the basis for the introduction of career development at Austin College. The prospects of instituting this program appeared to be great, however the results were rather minimal, primarily as a result of lack of funding for the program.

It was not until 1975 that career development was really instituted at the College. The major problem here, as at many other institutions, was the lack of funding to implement the operation. In 1975 the Sid Richardson Foundation was approached by Austin College and it agreed to fund an implementation grant of the Career Development Program over a three year period. In 1978, after the program had been in operation for three years, the Foundation was again approached and after reviewing its success agreed to endow the Career Development Program for the sum of one million dollars. This insured the continuing financial basis for the major component of the Career Development Program. A corresponding program, also endowed for one million dollars, has more recently been instituted to support faculty curriculum and course development. Thus, there are two separate aspects to Austin College career development: professional development and curricular development.

In our program the faculty member outlines his or her career objectives in a written statement called the Career Development Plan. It is just that, a planning document. Rather than planning on a year-to-year basis, as in the Gordon College program, faculty members are asked to take a longer ranged view and to plan for the next ten years. As one might expect, this does prove to be a rather difficult undertaking for most faculty members. The reason for asking faculty to look this far ahead is to encourage them to broaden their perspectives in projecting new directions in higher education. Some of the questions they might address include the following. Where is their discipline going? What kinds of changes do they need to make in their personal and professional outlook in order to try to meet future needs?

The planning document itself is divided into four segments. In the first part the faculty member describes his responsibilities. What does he do? What context does he do them in? What kinds of support does he or she have in doing them? Since summative evaluation of the faculty member is based in large part on his or her job description, one section of the Career Development Plan asks the faculty member to look at his or her various roles and to try to put into perspective those areas of responsibility that are primary and that should be considered in summative evaluation.

In the second section of the Career Development Plan the faculty member describes long range professional goals that he or she has identified as most appropriate for his or her situation. The faculty member is asked to look at this in broad perspective. Where do you think the department will be? What kind of changes will you wish or need to make in order to meet the needs of your profession, of the institution, and of your own professional development? Long range goals then are things to be sought after, not only the safe and tried factors. We ask the faculty to take risks. Faculty are not good risk takers, however, and I think we need to recognize that fact. When faculty are asked to take risks the institution should be expected to indicate the nature of the rewards for taking those risks. Institutional and individual needs must be balanced in making long range professional decisions, and thus the nature of long range professional goals vary widely among faculty.

The Austin College Career Development Program is still evolving. Some of the major evolutionary steps that have taken place over the years have resulted from a recognition of the need to deal more forthrightly with faculty and to mediate some of the problems encountered. The career development advisory program was set up in 1979 to help in this regard. As Jack Jernigan indicated in his introduction, I am one of the

career development advisors at Austin College. There are four career development advisors, one in each of the divisions of the College except Humanities which has two to handle nearly twice the number of faculty.

One of the roles of the career development advisor is to work with the faculty member to help him or her to broaden perspectives. Faculty tend to be rather narrow in outlook and feel safer working within disciplines and specializations. Faculty prefer to look back at activities that they have carried out over the past few years and to extrapolate from them rather than to look in new directions. One of the basic reasons for establishing the career development advisor role within the Career Development Program was to provide a resource for faculty to help them project broader goals for professional development. Before the career development advisory program was instituted goals and objectives in career development plans of individual faculty members tended to be rather narrow in focus. Faculty members today are projecting a wider range of perspectives than previously.

It is fine to have long range goals, but at some point one must look at what he or she is going to do in the next year or two. The third section of the Career Development Plan contains the faculty member's short-range objectives--those more immediate tasks that frequently are extrapolations of current roles and activities. Most of us can plan ahead more clearly in one or two year segments, and thus this part of the plan is easier for many faculty to complete. The faculty member can determine with greater confidence those activities that can be achieved over these shorter periods and identify means that are available or need to achieve them. This part of the Austin College plan more closely parallels the Gordon program in that we are both looking at a short time interval.

The fourth segment of the Career Development Plan specifically speaks to formative evaluation. That is, what methods of evaluation is the faculty member going to use to aid in improving his or her performance in the principle areas of responsibility? For most faculty members these areas to be evaluated formatively include teaching in the classroom or laboratory and working with students in advising or other academic endeavors. We have found that faculty members typically do a significant amount of formative evaluation, but generally not on a systematic basis. Although faculty may say that they do not carry out formative evaluations, when asked, "How do you know whether what you are doing in the classroom is effective?" Most faculty are able to provide a variety of types of feedback that they have used to measure the effectiveness of various activities in the classroom. This indicates that faculty members do use a variety of formative evaluation methods, but they have not previously been asked to articulate them, and they are generally not very familiar with methods that other faculty members use.

Austin College has developed written planning materials to help faculty members overcome some of the problems that they face in writing their career development plans. These materials contain descriptions of the contents that the typical faculty member would include in the four segments of the career development plan. The materials are written to be suggestive rather than prescriptive. The planning materials are written in a generalized manner because we recognize the need to encourage the individualization of each career development plan.

Because we have avoided regimentation in career development, the career development advisor is useful in helping the faculty member to interpret the needs and wants of the institution regarding the career development plan. The faculty member typically approaches the career development advisor early in the planning process. Questions asked of the career development advisor may cover a wide variety of items. What is really expected in each of these sections? What does the institution want in the way of projections for ten year goals? Perhaps the faculty member doesn't like what he or she is doing and asks if it is possible to change his or her job description. This is more likely to be true of the faculty member who is involved in several roles and wants to use career development to initiate a change in professional role that may be rather different from the one he or she has currently. Our career development program allows for that kind of initiative on the part of the faculty member and permits him or her to communicate desired changes to supervisors.

The career development advisor is a resource to the faculty member. The career development advisor must have the trust of the faculty member in order to be effective. To do that, the career development advisor must not be perceived to be a part of the administrative structure. Initially, career development advisors were involved in approving funding for career development projects. These projects grew out of goals or objectives that faculty members had identified in their career development plans, so that advisors were involved in a form of summative evaluation when reviewing the probable effectiveness of the proposed projects. Career development advisors decided that role was hindering their effectiveness in working with faculty. Career development advisors were able to remove themselves from these summative evaluation roles, so that we can now say to faculty members that we are not involved in any direct way in determining funding for projects. We can also inform faculty that we do not give information to the divisional deans about the process they are involved in when writing the career development plan. Career development advisors as a result are now better able to help faculty articulate their needs in order to develop professionally, to interpret institution needs to faculty, and to indicate where departmental needs may be in conflict with the desires of the faculty member.

Austin College has a number of new faculty every year. Obviously a new faculty member does not have sufficient perspective about his role in the institution or even the department to write a meaningful career development plan. Therefore, new faculty are not expected to write their plan until the second or third year that they are on campus. That does not mean that they cannot obtain funding for curricular or professional development during this time. Until a career development plan is approved, a faculty member may write an interim plan which briefly indicates how the proposed project fits into his or her professional development plans.

Faculty who have written a career development plan are expected to revise the plan after four or five years. Thus the plan is not cast in stone. After four or five years it is anticipated that the faculty member's goals and objectives will have changed sufficiently that he will need to prepare a new document. Short-range objectives typically cover up to five years which is considered to be the effective time range covered by the plan. Some faculty find it advantageous to rewrite their career development plan after only one or two years when they have made substantial changes in career plans.

Rather than speaking at greater length about elements of the career development plan, it may be more useful to mention some of the changes that have resulted from career development planning at Austin College. There are a number of positive experiences that faculty members have had as a result of the program. Faculty members generally have elected a much wider selection of activities relating to their professional growth. There has been a significant increase in the number of faculty members taking sabbaticals and leaves. Faculty are pursuing a wider range of professional activities while they are on sabbatical, and even the time frame selected for sabbaticals vary more widely. Sabbatical leave times now involve both shorter and longer times than previously and include: January terms, summers, fall and spring terms, academic years, and twelve month periods. Faculty have remained in Sherman and carried out significant career development activities, whereas previously faculty were expected to be in an academic setting or area removed from the Austin College campus.

We have had a few faculty members who indicated a desire to change disciplines after evaluating their desires and options in terms of professional development. As a result of career development planning several faculty members have determined that they really did not like teaching, and at least one faculty member has acted on this information and has left higher education. Studies indicate that on many campuses as many as 30% of faculty feel trapped into teaching when they would rather be doing something else. For perhaps the first time on our campus, faculty have evaluated their goals and rewards and where they have

determined that they lacked professional fulfillment they have been encouraged to consider other professional activities. In career development planning the process should be open enough so that the needs of the faculty member are primary and where appropriate faculty should be encouraged to experiment with career changes.

Prior to our present program, faculty who took sabbatical leaves were required to return to campus for at least two years in effect to remunerate the institution for the leave. Recently this requirement has been removed so that a faculty member on leave, who finds that he or she really prefers doing something other than teaching, may terminate employment with the college without financial obligation. The faculty member is informed that we want him or her to come back to our campus. We want him or her to be revitalized, to share experiences with colleagues, and to incorporate new ideas into the classroom. But returning to Austin College is not an obligation on the faculty member if his professional goals have changed away from teaching. This seems to be a logical extension of the Career Development Program that Austin College has instituted to emphasize openness of communication between institution and faculty seeking a mutually agreed upon program in the best interests of the individual and of the college.

We have also modified the concept of the sabbatical leave for the retiring faculty member. Faculty are encouraged to plan for retirement. (One of the presentations later in the program today is about planning for retirement.) We have several new options that have been built into the sabbatical program for faculty members who are planning ahead for retirement. One of these options permits the faculty member to apply for sabbatical leave in his or her normal last year of teaching to retrain for professional activities after retirement. Several other modest financial benefits have been made available to retiring faculty.

I hope that these remarks have given you some idea of the nature of the Austin College Career Development Program.

RETIREMENT PLANNING FOR THE EIGHTIES

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The next topic on today's program is retirement planning during the 80's. The major part of my discussion will deal with the three traditional sources of a person's retirement income: social security, an employer-sponsored pension plan, and individual discretionary savings. I'll also be talking about how individuals through additional savings and institutions through retirement incentive plans can help facilitate early retirement.

Of these three income sources the only one that institutions control is the basic retirement program. Many institutions conduct periodic reviews of their plans to make sure that they, along with Social Security, are providing benefits that meet institutional retirement income objectives. These objectives are normally expressed as a percentage of a retiring individual's salary earned in the final year or few years of employment.

A common retirement income objective is one where income from Social Security and an employer's retirement plan replaces half to three-quarters of a career employee's pre-retirement salary. This will generally give retirees a standard of living after retirement comparable to what they had before. To reach this income objective, the total contribution rate to a TIAA-CREF plan should be at least 10% of each participant's salary. Of course, while a 10% plan over a 30 year career will usually do the job, individual circumstances (e.g. salary patterns, length of participation, age, etc.) may cause income levels at retirement to exceed or fall short of the 50%-75% goal. Thus some schools do have contribution rates that vary according to years of service or age. As a "rule of thumb," a 10% TIAA-CREF plan (over a 30 year career) will replace about 1/3 of a participant's final salary and Social Security Primary Insurance benefits will replace anywhere from 20%-45% of final salary depending on what the final salary is - the higher the salary the lower the Social Security replacement ratio and vice versa.

It is important to recognize that the benefit objective expressed as a percentage of final salary is very different when related to pre-retirement disposable, or take-home salary. For example, a combined income from Social Security and a pension plan equal to two thirds of final salary represents approximately 85% of pre-retirement salary in disposable terms. Double income tax exemptions, no more deductions for Social Security and other contributory plans (Total Disability and Major Medical), and no more job-related expenses all help make retirement income a greater proportion of pre-retirement disposable income as compared to gross salary.

We believe that sound pension planning requires participation in a retirement plan at some point. Experience has shown that some employees will always find reasons not to participate if participation in the plan is purely voluntary. Considering the long-term periods required to accumulate enough funds to generate an adequate income during retirement (it takes an average of two years of retirement plan participation to provide one year of retirement income), few employees can accomplish this task on their own.

The remaining source of retirement income - individual savings - has received a lot of attention since August of 1981 when the Economic Recovery Tax Act (ERTA) was signed into law. The growing awareness of the advantages of savings methods which receive favorable tax treatment contributed to an increase of 60% in the number of TIAA-CREF cashable SRA contracts issued in 1982 versus 1981. Also, IRAs and Qualified Voluntary Employee Contributions (QVECs) (the institutional version of IRAs) have been available since the beginning of 1982 as tax-deferred products for individual discretionary savings over and above amounts set aside under tax-deferred annuity programs. Tax favored personal savings as the third component of financial planning for retirement will, we think, continue to receive much attention and play a very important role as a supplement to Social Security and employer pension plans.

Tax deferral provides employees with the advantage of saving money that otherwise would have been paid in federal income tax. In this way, tax-deferral enables employees to save more of their salary dollars than they would have otherwise invested on an after-tax basis in savings accounts, certificates of deposit, common stocks, or other similar investments.

Tax deferral benefits both the employee and the employer. Employees may use tax-deferred savings from TIAA-CREF SRAs for a variety of things, one of which is to supplement income from Social Security and the institution's formal retirement plan.

Institutions benefit from tax deferral because employees have the ability to control more of their salary dollars to use as they want, thus increasing satisfaction with institutions' compensation programs. Also, the tendency of employees to continue working because they cannot afford to retire, when retirement is in the best interest of both the employee and the employer, may be lessened. The additional savings employees accumulate also can make early or phased retirement possible.

The prospect for higher education in light of the uncertainties surrounding retirement age is especially troubling because few other institutions in our society place so great a premium on vitality, vigor and fresh ideas as do our educational institutions. And it is also true that education, given its collegial traditions is probably the least-well suited among

employers to use performance evaluations as a basis to terminate employees who have passed their prime.

No wonder, therefore, that there is much interest in programs to encourage employees to retire: (A) before age 70 under the current ADEA amendments; or (B) at any age with the possibility of "uncapping." But to restate the obvious, the most effective means of increasing the probability that your faculty and staff will retire at or before the prescribed normal retirement age without extra incentives is to have in place a basic retirement program that produces an adequate level of income after a career of service. Encouraging additional voluntary savings may also have a significant effect.

To touch briefly on some key concepts to consider in evaluating retirement incentives, it will be important for each of you or your institution to consider such questions as: How many of your staff members are near enough to retirement so that an incentive program will have a significant effect on overall staff population. How many will accept the program and retire early? How much will the program cost? Or Save? How many staff members will retire early, i.e., before age 70, without any sweeteners. An incentive plan may be offering inducements to staff members who would have retired anyway.

To help institutional administrators answer these questions, and assess whether a need for retirement incentives exists, we've developed a Report on Early Retirement.

In this Report are computer simulations which are based on the specific demographics of an institution and show the effects on overall staffing based on exit-by-retirement at certain ages. Factored into these projections are the estimates of enrollment and desired faculty-student ratios provided by the institution for which the Report is prepared.

By projecting staffing needs based on enrollment trends and evaluating the effects on total staffing by selected ages of retirement, the institutional administrator can assess whether there is a problem, when it will occur if staff retirement is postponed to certain ages, and how long the problem will last.

A word of caution -- even in a situation which clearly indicates the need for an early retirement arrangement, and one which shows that the institution would be generating savings by paying for incentives rather than salaries, the question remains -- will staff members accept an inducement and retire. There's no ironclad answer, but the preliminary indications suggest that many employees will retire early if the financial penalty for doing so is reduced.

As I mentioned before, an important factor to be considered in evaluating the decision to offer incentives is whether staff members will continue to retire early, that is prior to age 70. Without a sweetner, an incentive plan may be offering inducements to staff members who would have retired anyway.

These uncertainties underscore the importance of an often overlooked but essential personnel program -- pre-retirement counseling. Pre-retirement counseling programs can be a very effective way of getting information on employees' attitudes about retirement. If staff members are satisfied with the institution's current arrangement for retirement, this will become apparent during such sessions. Dissatisfaction will also come across.

By offering pre-retirement counseling to staff, an institution has the opportunity to emphasize that it has an expected age of retirement and that it is as much the individual's responsibility as the institution's to make financial preparations for retirement. During the past several years TIAA-CREF staff members have conducted many pre-retirement programs at both individual institutions and at community-wide seminars, and this is an ongoing TIAA-CREF commitment and service.

THE TEN YEARS BEFORE RETIREMENT AS A TRANSITION

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For years I had given almost no thought to the idea of retirement and then suddenly seven years ago I was asked to do a career development plan and I had to begin to spell it out. Then, when I passed the age of 60, it really hit me: "You've only got five more years." I realized at last, "I will not teach forever. I will be retiring." I think that is very important, for although I agree very much with Kevin Brown that you should begin this sort of planning, at say 35 or 40, not 50-55, it doesn't really get to you until you're near that retirement age.

There is a problem we have here in that it used to be always that 65 was the retirement age, but now we are talking about 70 as the required retirement age. So while I am talking from my perspective of 55 to 65, it is very likely that a lot of people will be talking about 60 to 70 as the ten years before retirement.

Of course the individual is going to vary greatly, what applies to one will not necessarily apply to another, so you will have to make allowances for that. But if I could, from the perspective of my own experience, share one point that I think is very important it is emphasis on the physical side of it. Now this too will vary with the individual.

Not until I was 60 did I realize I was beginning to lose some of my physical energy, some of my drive and strength to do what I really wanted to do, and that was a great pity because it was at that very same time that I finally began to realize that I was going to retire. I suddenly had this desire to do all of the things I had always wanted to do as a teacher and scholar and realized I was not only losing time towards accomplishing those things but I was also losing the physical energy and the capacity to achieve them. So I would stress the fact that there is no more important element in your planning for retirement and the transition to retirement than giving attention to your physical condition and your physical future. If you don't take care of yourself physically, there will be no transition except to the morgue or the nursing home. From that point of view, of course it is important.

It is also important to be able to have a measure of your physical condition so that you do not make such unrealistic demands upon yourself that you will only breed frustration, regrets and anxiety because you are not able to keep up with the very things you wanted so to do. I think it would be very desirable in any ten-year plan before retirement, to include

either a physician or a person from the physical education area to be a consultant and advisor on whatever plans you make, and this analysis should be shared with the institution so that the institution doesn't proceed to make impossible demands or really unfair demands on the person considering how physical changes are taking place. It might well be advisable that some adjustments be made in the expectations by the institution of that individual and certainly his own expectations of himself, because very few of us are supermen. This is a very vital area of planning and adjusting in the last ten years before retirement.

There are things the individual can do and I think there are things the institution can do, some of them together, some of them separately. The individual, of course, can take a realistic inventory of his physical condition. He should certainly have a checkup frequently, every year probably, and he should decide to cut down on things, not just food. It means providing more time for rest, cutting down on the outside activities that consume so much of our energies, the outside commitments we get into.

Of course the longer you are around the more you serve, the more you are asked to serve, the more speeches you are asked to make to the local community and so on. You've got to begin to say "no" more often. You've got to decline, recognizing that this is really not only for your good, it is for the institution's good and for your whole mission as a creative individual. You've got to begin to allow for these things.

You should probably decide to cut back on some of your summer school teaching, lighten the load on you there, so you don't just keep pushing yourself. I certainly have taught several summers recently when I probably shouldn't have, but there the decision was made primarily because of inflation. The economic plans I had made which I thought would be adequate for my retirement or even early retirement just seemed to evaporate with the accelerating cost of inflation and the vision that that little nest egg I had wasn't going to be very much of a nest egg in face of the accelerating and escalating prices of everything. But in absence of something like inflation it really would make much better sense to give yourself more time in the summer.

You could also do something that I have done, and that is to cut down on your grading at night. Your grading is a chore in any case, but to grade at night just drains you that much more and after you pass 60 you find that it is a lot greater strain. And also night work of other sorts, like preparing courses and lectures. Try to get that done in the daytime and not push around the clock so much as you could do earlier. These things have to be realistically faced and adjusted to.

I think you can do some other things, and the institution can help here; namely, do not try to be a chairman of a committee. The institution perhaps should not ask you to chair committees after you reach a certain age and not put you on as many committees after a certain age. You can again begin to say "no".

I have asked to be scheduled hours of teaching where I was apt to get fewer students than before, not seeking out the prime time hours of nine o'clock and ten o'clock in the morning, for instance. Give me three-thirty in the afternoon. I would never ask for eight o'clock in the morning, however! But there are times when you can more or less assure yourself of a somewhat lighter load, because you need a lighter load. You simply cannot bear the strain of all of that additional work now that you're strength is ebbing. In that regard some institutions provide graders. But, others do not. We have never provided graders here, at least I have not been aware of it. The institution might take into consideration the possibility of providing assistance in grading for professors after a certain age because that is a very sapping source of energy which draws away from the creative powers and hastens the decline of the individual as an able professor. Another item, for instance, cut down on the number of advisees given an older professor, thereby lightening his load.

Now all of these things that I am mentioning represent a loss to the university or the college, to some degree. You don't have the same strength and vitality you had earlier. You are asking to be let off of committee work or chairmanships, or to be given smaller classes or fewer advisees, things of this sort. So, in a sense, your value is declining to the institution and yet it is at this very time that your income reaches a new high. The tendency is for your salary to go up and up and up unless you have really fallen on your face. And that builds in a tension that is in my mind somewhat unfortunate and perhaps unhealthy. The very time that the college is expecting more from you because you are one of the highest paid professors on campus, you know that your own value has diminished and that a younger professor could step in at a much lower rate and do probably a better job, and that is difficult to come to grips with and face up to.

I myself would prefer the college had a policy whereby one's salary instead of increasing each year after 50 actually began to decline. Now one of the things that worries me there, is something Kevin pointed out, namely that your retirement income is based upon certain percentages of your final year. Well, if your final year represents a lower income, that may put you in some kind of a bind. But it would make a lot more sense, it seems to me, that the peak of a professor's salary

would be reached, say between the ages of 40 and 60, in that range, perhaps 40 and 55 and then begin to taper off. To compensate the professor from losing income, you could give him more in the critical period of 40 (or even 35) to 55 at which time anything the institution puts in CREF, or similar annuities, is going to be far more valuable to the professor than something contributed in his 61st or 62nd year.

In any case, we must recognize some of these tensions where your own powers are perhaps ebbing and yet there are outward symbols and demands upon you that seem to expect more from you than you are able to give. So I do recommend the inclusion of a physician or person in physical education having a strong role in the planning of a professor's career development plan.

Also I would think that a retiring professor or one facing retirement within ten years is better served in some of his planning by a retired professor who has already been through the mill, who can see it from the perspective, facing up to some problems that a younger person simply cannot empathize with. A retired professor who still has his marbles could perhaps serve a very useful purpose in helping others who are nearing that point.

A second point I would like to stress is that as you approach these last ten years it also dawns upon you that you are not going to be teaching but you might be continuing your research. Research can continue on until you have lost it all upstairs. There is no reason in the world why one's scholarly activities and research cannot continue long after formal retirement as a teacher. And because of that, I think it is important that those last ten years be designed to maximize your own satisfaction from your teaching, that you make sure that you are going to concentrate on the teaching that gives you the greatest satisfaction and where you feel you have the most to offer, perhaps a course that you always wanted to offer.

Now again, there are individual differences. There are those who are going to teach beyond retirement. There are those who keep on teaching who should have retired. Their scholarly life stopped fifteen years ago and still they are teaching, you know. I am talking about people whose teaching is going to stop and their scholarly life is going to go on. But I do think that any realistic plan must take into account that here is a golden opportunity to maximize yourself as a teacher realizing that you do not have to do the maximization of your research and scholarly work during that same ten year period. In fact, you leave some of that to the post-retirement years. It makes it less of a trauma to step down and you really, as I am doing, approach it

very eagerly because now you will have the time to get into these projects you have put on the back burner for so long because you did feel a desire and obligation to put the emphasis upon teaching.

It is unquestionable that as you approach the traumatic end of a teaching career that emotions build up in you and tensions build up and inevitably you look back and inevitably you wonder why you didn't do some things differently and you wish you had done other things differently. I think it is important in your ten year planning to try and make sure that those regrets are kept at a minimum. Try to do the things in that span that you have always wanted to do, not quantitatively because I am afraid if you put too much into these last ten years, you will wear yourself out qualitatively.

Are you really being the kind of professor you always dreamed you wanted to be? Are you the rounded person, the relaxed person, the whole person who is an inspiration to your fellows, your colleagues, your students, not because of the long publication list, not because of the most dynamic lectures in the world, but because of the kind of person you are? I think it is a pity if you do not give yourself the opportunity to develop this dimension, which, of course, should begin very much earlier in your career, but certainly needs attention as you reach the final terminal point.

The terminal point, I think, can be made easier if you can do a few things like one I am doing, which is teaching the first seven weeks of summer school after I formally retire. That means I'm not going to face May 15th, commencement day, all tied up in knots because this is the end of my teaching career. I've got enough things to face on that day as a final terminal point without thinking that's the end of my teaching. So, I can think, "Well look, it's not really the end of your teaching career, you're going to teach seven more weeks." That helps, believe me, that helps. And some might want to stretch it longer than that.

I have a friend who just retired at the University of Idaho last year but built into his plan a one course per semester teaching load this year as a post-retirement activity, and he has found it quite satisfying and it let him down more gently. I think that is fine, and I imagine Austin College would have offered me that opportunity if I had wanted it, but, really, the pile of research activities I want to bring to a conclusion or extend are so large and so exciting to me that I don't want to wait much longer getting into those.

In advising any man or woman approaching their retirement, it is vital to point out to them how many things can continue to go on, not merely research, which can be very exciting and enriching, but also service to the university or college in other ways. You can continue to serve on committees if you really like committees. I am sure they would welcome another voice now and then. I've already suggested the possibility of being a career development advisor to those who are approaching retirement. And there are many other ways which, with imagination, you can explore to keep yourself alive as a creative teaching sort of person even though not formally in a classroom.

I would like to end with this point. It takes a big view and, as Dan Redsole said, a wholistic view for the institution to look upon the retirement of an individual or his approaching retirement from something other than a narrow self-interest perspective. The institution might think they can do better, you know. "Let's hasten his retirement" or "Let's get him out of here" and that sort of thing or "Let's make sure we get every ounce out of him as long as he is here. All right, we have raised his salary. Let's make sure he is really earning it." I think that would be a great mistake. I am sure we don't really want to do that. If there is anything a college stands for, it is its humanistic approach treating the individual as part of the whole and the whole as part of the individual. The end will not justify the means. As we treat our aging professors and their retirement, we show the kind of institution we are, the kind of educational institution we are, and the kind of human institution we are, and I think that should be kept foremost in the mind in any planning or structuring you do in career development for retirees.

THE GLORIOUS PRIVILEGE OF BEING INDEPENDENT

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Two meanings of "faculty development" concern us in this conference: (1) Development as a faculty member during a career in a particular institution, and (2) The personal and career development of persons who happen to be faculty. The second is the one I will deal with. The traditional faculty career, described in my Reshaping Faculty Careers (1981), provides a limited range of faculty activity for a long period. What opportunities there were for change within the profession fifteen years ago are severely limited today, and it would benefit both faculty members and their institutions if more faculty members looked off campus for opportunities to develop as adults and as professionals.

But it seems that the more necessary it is to move from the campus, the harder it is to do so. In spite of the fact that faculty members have something to sell - knowledge, concepts, skills, and the ability both to practice and to teach - they are for the most part very limited in their ability to sell themselves anywhere but on their own or similar campuses. Why?

Like other professionals, in order to do their jobs, faculty members have to satisfy a host of needs: for income, facilities and tools, allotment of their time, financial management, professional contacts, recreation, insurance, pensions, marketing and pricing, legal services, skill improvement, professional travel, research assistance, quality control, avoiding conflict of interest, recognition, and sometimes therapy. Over the past quarter century, colleges and universities have come to provide more and more of these to their full time faculty, until they provide now the whole list and even more.

Two results: The need for a faculty member to move is compromised, and the faculty member never learns to provide for himself what is provided by his institution. If faculty members are to develop their own careers in accordance with their need for growth and development, they will have to take the initiative to learn things they have not had to learn, and to provide for needs that have been supplied by their jobs.

We might think of freelance professionals, such as writers, photographers, painters, lawyers, or physicians, as models. But we soon see that they are relatively, not absolutely, independent. Their dependency is spread among several organizations, not concentrated in one, and thus they move more easily if they wish or need to change their job or career focus. Between full

dependency and complete independence, the faculty member hoping to open up options will need to find a middle ground, and the middle ground involves purchasing help.

The Eliot College Faculty Associates

Such help might begin with an organization of faculty members themselves, one that I have dubbed the Eliot College Faculty Associates, created by and supported by the faculty with dues, and enlisting advisory assistance from "resource groups," among them small groups of administrators, alumni, trustees, or business persons willing to be called on for information.

The Associates will work in helping its members in five areas.

1. Information. About themselves (skills and interests, financial assessment); about the nature of options they might pursue; about the world out there.
2. Work environment. Providing, or negotiating for, space, facilities, equipment, and services needed by faculty members engaged in non-institutional alternative pursuits.
3. Production and marketing. Various models, including the medical faculty associates, an artists' cooperative, the regional Institute for Research in History, the Forty-Plus of Washington (and other cities), the Academy of Independent Scholars, the Academy of Senior Professionals at Eckerd College.
4. Financial management. The benefits of proprietorships. The Japanese Tanomoshi.
5. Values and conflicts of interest. Clarification and negotiation.

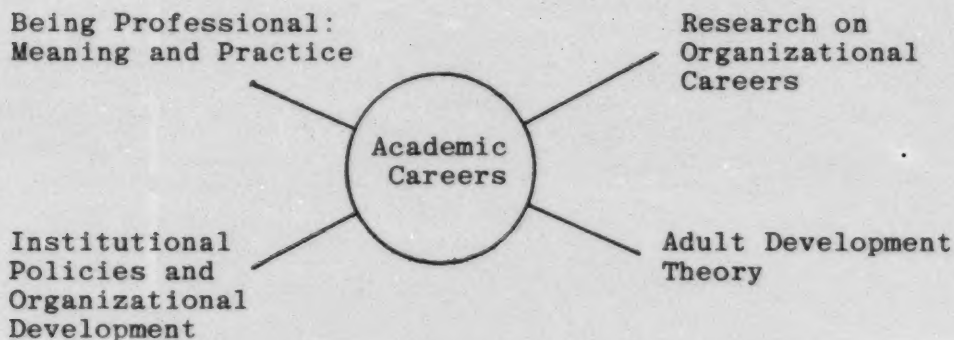
If the efforts of the faculty members and the Associates are successful, we may say good-bye, perhaps forever, to Mr. Chips. Familiar, friendly, sentimental, loved - but still, the symbol of the faculty member trapped body and soul in the web of his institution.

(This seminar presentation by W. Todd Furmin, which included the projection of several visuals, is given here in abstract form at the request of the author.)

BEING PROFESSIONAL ACADEMICALLY

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Over the past decade we have learned a great deal about faculty lives and academic careers. Austin College and colleagues gathered here have contributed significantly to that learning. In the more recent focus on the meaning and structure of academic careers, four areas of concern have surfaced and demand attention. These four areas and their interrelationship are the focus of the Shaughnessy Scholars project in which I have been engaged this year. The chart that follows identifies the four areas of concern:



Changes in what it means to be professional will be addressed more fully. Let me say a word, however, about each of the other topics.

Career Research. We have much to learn from the research on careers in other occupations. At the recent meeting of the American Association of Higher Education, Patricia Cross identified "human resource development" as a major concern in the society for the next decade. A substantial amount of serious research is already being done in this area. In looking at this work it is clear that we need to develop a respect for the differences among faculty. Faculty have different kinds of career anchors. Edgar Schein and his colleagues at MIT have been working on this topic for years. Michael Driver at the University of Southern California is examining what he calls "career concept types." The different types require different kinds of situations in which to grow and develop--different sources of encouragement. Much is being discovered about what professionals do when they get "stuck" in mid-career and the kinds of "opportunity structures" required to sustain personal and career vitality.

Adult Development Theory. The recent work of Levinson, Gould, Neugarten, Vaillant, and others is both illuminating and useful in understanding what is happening to faculty. Again, we treat faculty across age groups much the same. It is now evident that the developmental needs of junior faculty, part-time faculty, and those with non-tenure track appointments are very different from those of tenured, mid-career faculty. The work of David Kolb on the function of learning in our lives at different stages of development is especially significant. The need to develop those other parts of ourselves--those non-dominant learning styles--is important particularly for faculty whose lives are (or should be) committed to learning.

Institutional Policies. Longitudinal research on people in other occupations demonstrates that jobs shape people. Organizational structures and policies can encourage professional growth or lead to its attenuation. There is much about the policies that presently govern faculty careers that not only discourages development, but even arrests it.

Being Professional. The issue that intrigues me most is the conceptual (symbolic) one. What does it mean to be professional academically? A good subtitle for this talk might be: "Breaking the tyranny of a social fiction." So much of what is known as faculty development has been instrumental and methodological. It is time we raise the questions of meaning. Why did we choose this profession in the first place?

In trying to make sense of what is happening to faculty, I find myself being driven back to my own discipline, sociology, and particularly to the sociology of religion. I am convinced that much about life is defined and shaped by socially constructed fictions, patterns of meaning, that cohere in a particular time and place. The American poet Wallace Stevens said it best:

The final belief is to believe in a
fiction, which you know to be a fiction,
there being nothing else. The exquisite
truth is to know that it is a fiction
and that you believe in it willingly.

Nowhere in the contemporary world do socially constructed fictions have more power than in the professions and there is no profession where a socially constructed, professional imagery dominates more thoroughly than among faculty. Reference needs to be made only to the years of graduate school socialization and the influence that academic mentors have in the lives of their protege to make the argument.

The image that dominated the academic profession prior to World War II, particularly in the liberal arts colleges that then played a larger role in higher education, was that of the teacher-scholar. William C. Nelsen, following a two-year study of faculty development programs in twenty of the nation's best liberal arts colleges, recently published a book calling for the "renewal of the teacher-scholar." The call for renewal is, itself, testimony to the demise of that occupational ideal. During the earlier decades of this century, however, the teacher-scholar was an image widely shared. Nelsen finds the teacher-scholar ideal articulated best in the "Davidson College Faculty Handbook:"

Ideally the college professor would be a widely respected scholar excited about learning and capable of communicating this excitement to others, a teacher deeply concerned with the welfare of students and eager to have them learn and grow, one who teaches imaginatively both by books and by personal example, a demanding yet compassionate person who respects the moral worth of students and their potential for growth.

Sometime after the mid-fifties, building on the impact of the G.I. Bill of Rights and the Russian launching of Sputnik, a major shift took place in the image of what it means to be an academic scholar. The older image of the teacher-scholar was celebrated in a series of widely publicized national awards sponsored by the Danforth Foundation. The E. Harris Harbison Award was given to ten outstanding teacher-scholars each year during the period 1962 to 1972. The Harbison Award was a nostalgic gesture; the image was dying or already dead and the award series was established posthumously--in memorium.

Beginning in the late 1950's and extending through the following decade and a half--the period frequently referred to as the "golden age" of higher education--a new model emerged. A powerful fiction, an image of what it means to be an academic professional, became firmly established among faculty. This image, or model (if we can call it that), is often reflected in institutional policy, but is most solidly ingrained in our own conceptions of ourselves as professionals.

The "Assumptive World" of the Academic Professional. In his work on professional transitions, the family therapist Murry Collins Parkes has demonstrated the significance of what he calls the "assumptive world" in efforts to cope with change. In periods of stability a complex of basic assumptions is taken for granted, and in times of transition the assumptive world is challenged and must be fundamentally re-structured. In the mid-60's, at the height of affluence and expansion in

higher education, a growing consensus had emerged regarding what it meant to be fully professional academically. The assumptions clustering around this image of the academic professional were these:

- Research is the central professional endeavor and the focus of academic life.
- Quality is preserved in the academic profession through peer review and the maintenance of professional autonomy.
- The pursuit of knowledge is best organized according to discipline (and, as a consequence, disciplinarily-based departmental structures).
- The distinctive task of the academic profession is the pursuit of cognitive truth ("cognitive rationality").
- The pursuit of knowledge is for its own sake.
- Reputations are established through national and international professional associations.
- Professional rewards and mobility accrue to those who persistently accentuate their specializations.

The academic professional model and the interrelated complex of assumptions on which it was built contributed to the extraordinary advancement of knowledge. The increased specialization, the new levels of funding for research, and the rigorous exchange and critique of professional peers produced undeniable benefits. These interrelated elements were woven into a fabric of consensus that became the assumptive world into which the large number of new PhD's from the rapidly expanded graduate schools were initiated. The men and women who were in graduate school during those expansionist days now form the majority of faculty in mid-career in the colleges and universities across the nation struggling with the problems of steady-state staffing, or worse, retrenchment.

The academic professional model is being questioned here not because it is inappropriate in itself, but because it contributed to a view of the academic career that is one dimensional and continues to be normative for the majority of faculty regardless of the type of institution in which they

work. The model is having an especially debilitating affect on higher education because it is becoming a major stumbling block in efforts to adapt constructively to the profound social, economic and political changes confronting colleges and universities in these difficult times.

As faculty members look toward what is at best an ambiguous future, they cling tenaciously to that established professional model internalized so thoroughly during graduate school days. Rather than look for new ways of dealing with the difficult problems confronting higher education or responding to opportunities for renewal or even new career options, they accentuate and narrow further that older established career path. In times of stress we choose the familiar.

In retrenching institutions, the academic professional model is being used to rationalize very difficult and often arbitrary judgements. In some institutions in distress it is being invoked as an anesthesia in the management of pain.

It is somehow ironic that the programmatic areas that could provide new sources of institutional vitality over the next decade are precisely those areas where if faculty get involved, given the dominant professional model, they run the risk of being de-classed professionally. To become involved in programs for the adult learner, interdisciplinary studies, or, even, general education is to take on a kind of second class citizenship--to move toward the margins of the profession.

In this difficult period in higher education, it is important that the notion of what it means to be professional be systematically and thoughtfully reassessed rather than disregarded. Much that is being done in some of the new areas of potential growth is crudely entrepreneurial. There is little concern for quality and questions of professional responsibility are seldom raised. Even the "independent scholar" (discussed earlier by Todd Furniss) needs a professional ethic.

Called for in the days ahead is not simply "more professional development," but a re-examination of the nature and structure of faculty careers and what it means to be professional. I am reminded of the statement of an English professor from a large state university who was a part of my study of Danforth Fellows in mid-career. He said: "My profession seems to me to have floundered, to have lost faith in its old models and to be unable to find new ones. Having lost the common ground that should nourish us, each individual has to invent his profession for himself." Surely there is a viable middle ground between a one-dimensional model that is normative for all and each one inventing the profession for him or herself.

In reviewing the historic changes over the past two decades in higher education, Clark Kerr points out that the bulk of that monumental growth was absorbed, not by the research universities where the academic professional model is most appropriate, but by the rest of the system. In fact, the percentage of all enrollments in the Research Universities I (1976, Carnegie classification) actually fell between 1960 and 1980 from nearly 20 to below 10 percent. Over 90 percent of the growth has been in institutions where the academic professional model is only marginally appropriate, if at all. And yet, most faculty measure their success as professionals by that model. This mis-match between the professional ideal and working realities is a tragedy of no mean proportion.

A Generative Faculty: Doing and Caring

According to Erik Erikson, the central developmental task for people in middle adulthood is the struggle with "generativity versus stagnation." This is the stage in life when the bulk of our faculty are at present. There are many ways to be generative with our lives and careers. Providing faculty with opportunities to grow and change in these years of steady-state staffing and retrenchment is now the major challenge in the field of faculty development.

Let me close by pointing to two areas of challenge for faculty that deserve attention in the days ahead. Generativity, for Erikson, has two sides. The first and most obvious relates to productivity--doing and making; the other has to do with caring. The two areas of new challenge for faculty on which I want to elaborate (among the many that need attending to) address these two aspects of generativity.

First, faculty need to develop a new appreciation for and involvement in the world beyond the campus. I always cringe when someone refers to that external world as the "world of work," or worse, the "real world." The descriptions depict the problem.

During the expansionist days, faculty lost connection with larger societal purposes. The disconnectedness had a lot to do with the rapidity of growth, high levels of specialization, and the estrangement of the 1960's. It was also a reflection of the incredible opportunities in higher education. Some mid-career faculty have not been off-campus since kindergarten. For them, that other world is a thing apart. There is a developmental need to re-establish that connection, that wider sense of belonging, of being generative in society. We need to return to the older notion of vocation as calling.

The walls between college and that external world need to become more permeable, without losing what is distinctive about participation in a scholarly tradition. There needs to be more openness to the exploration of alternative careers. Faculty are now too threatened by that topic, if it is raised within the context of one's own institution. Alternative career programs, at least for the time being, need to be housed in an external agency or sponsored by a consortium. Also, there needs to be new respect for the independent scholar. Their work and their number are becoming increasingly significant.

As we think about the kinds of faculty members that will be needed in the coming years, a second challenge looms large. This challenge addresses the other side of generativity--the need to care. It is becoming increasingly important that faculty take a developmental approach to student learning. Most faculty know very little about how students learn and are confident that they are not missing much. Yet, when faculty are exposed to the work of William Perry, for instance, they are very responsive. The discovery of how students "make meaning" out of what we do and say in the classroom is fascinating to faculty. Perry's work on the cognitive and ethical development of students is seen as intellectually substantive and can be immediately illuminating. The same can be said of David Kolb's inquiry into learning styles.

A major factor in the wide-spread discouragement of faculty these days is that the students have changed. They are not, on the average, as well prepared as we were as undergraduates. And, they are different. In my own section of the country, California, there is the possibility that by the end of the next decade the majority will be non-Caucasian. Given the political and ethical commitments of most faculty, we are getting what we asked for: a genuinely pluralistic society that takes higher education seriously, that moves disadvantaged groups into higher education in increasingly larger numbers. The challenge of the underprepared student is one that faculty and those concerned with faculty development have yet to take up in a serious way.

The academic profession is at a turning point. We can continue to perpetuate the familiar, the cultural hegemony of a one-dimensional model from an earlier time; or we can move toward an understanding of the profession that is genuinely multi-dimensional, that builds out of the difficult conditions we now face new sources of vitality and renewal. Ways must be found to release the incredible imagination, curiosity, creativity, and commitments of our colleagues--the most talented of a generation. Only then can we insure that the generations ahead will be well-served.

PEER CONSULTATION

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I have been asked to discuss two parts of the faculty development program at Earlham College: the Consultant on Teaching and Learning and the Assessment of Tenured Faculty. I am happy to substitute for my friend and former colleague, Paul Lacey, who was scheduled to make this presentation but could not be at the seminar because of illness. I regret that Paul could not attend, because I was looking forward to seeing him and because I know he would have had an excellent presentation prepared for you. However, I can substitute for him because I was centrally involved in the development and implementation of the two programs.

First, the Consultant on Teaching and Learning Program. A faculty member serves half-time as Consultant on Teaching and Learning to other faculty members. The consultant serves on a two-year rotating basis. He or she is available to work with faculty individually or in groups on a confidential basis to assist in improving their teaching and students' learning. Along with all former consultants, he or she works with the Teaching and Learning Committee, which is a standing committee of faculty and students charged with stimulating discussion, arranging seminars and workshops, bringing speakers to campus, distributing literature, sponsoring brown bag lunch groups, and other activities concerned with the improvement of teaching.

Faculty members seek a consultant completely on their own initiative. No one requires them to go. When we began the program we emphasized that the consultant's work was to be confidential. It is completely and carefully separated from the decision making processes. At first we almost made a fetish of confidentiality because we felt that faculty would not consult with a peer unless they were assured of confidentiality. We were able to establish the fact and the perception of confidentiality early in the program. The faculty decided that a consultant could not serve on the Faculty Affairs Committee, the group that deals with appointments, contract renewals, and tenure, for three years after having served as the consultant. The consultancy program is voluntary and confidential.

When we began the program we were not sure how many people would use the consultant. In the first two years about half of the faculty sought the assistance of the consultant; in the last report I had the figure was up to about 75% of the faculty. We were surprised and gratified by the response. Outside evaluators were brought in to assess the program and they were

also struck by its effectiveness: by the number of faculty members who had participated and by their testimony about its impact upon them.

What has the consultant done? I am not a very good person to answer that question because as Dean, I was not to know much about the work of the consultant. I was told annually that only so many faculty had sought the help of the consultant that year. On their own initiative, however, a number of faculty talked to me about the work they had done with the consultant. Moreover, consultants have published some materials which describe what they did. What they did varied with the personality, skills, and interests of the consultant. But all of them worked with individuals, attended classes, met with students and talked with students about the classes. All of them went over student evaluation forms and helped faculty members interpret those forms. Sometimes the consultant and a faculty member would read an article about a particular aspect of teaching and discuss it together.

It is clear that the consultants have worked with faculty members on concerns other than teaching and learning, particularly personal problems and career questions. This was a matter of some concern to us, because we did not want the consultant to become a kind of therapist. The consultant did not become a personal counselor, but the kinds of subjects they address with faculty has extended beyond specific concerns about the improvement of teaching.

What were the factors that led to the development of this program at Earlham? One of the main stimuli was the fact that the college had developed a quite formal and extensive evaluation system for making personnel decisions. At the time this program began, every course was evaluated by students every term. I am glad to say that this is no longer the case, but at that time there was a very extensive and weighty process of evaluation, and some of us felt that it was unfair and unwise to have such a program unless the institution also provided help to faculty. To use the unusual distinction, we judged that it was unbalanced if there were summative evaluation and not formative evaluation. Another source of the idea was a small program we had developed that was funded by the Danforth Foundation. This program enabled faculty members to bring a senior professor to the college for a day or two, or to exchange with a faculty member at another institution in a similar field, to consult about their teaching. This program worked fairly well for a limited number of faculty members, but it did not reach as many people as we thought would be useful and helpful. Another stimulus was the fact that we started a tenured faculty assessment program, which I will say something about momentarily, and we judged it was important for the institution to help faculty improve as well as evaluate their work.

It is important to indicate how the consultants are chosen. Members of the Teaching and Learning Committee talk individually with each faculty member, asking them for their recommendations. Faculty members were asked: "Which faculty member would you feel the most comfortable and confidence consulting with?" At one point members of the committee suggested that we distribute a ballot, but we rejected this idea because we did not want a formal election. We thought that we could learn more about faculty member's opinions and judgments through discussions with them individually. After members of the Teaching and Learning Committee had held discussions with each faculty member, they reported the results in a Committee meeting. Further discussion in the meeting, and later with members of the Faculty Affairs Committee, led to one person being suggested, and that person was then appointed by the administration.

We rotated the consultants because we felt that no one individual would work effectively with a large number of faculty. Moreover, we were not trying to develop a new career for individuals; we did not want the person to become a full-time "faculty developer". We were aiming for peers and colleagues to discuss teaching with each other. We did not envision the consultant as a master teacher, though all of the consultants have been very good teachers. So far there have been four consultants. The first was a chemist, the second was a professor of English literature, the third was a geologist, and the present consultant is a professor of Spanish language and culture.

How long will the program continue? It was not our thought that the program would be useful indefinitely. While back on the Earlham campus in the winter, I asked one of the former consultants and other colleagues if they thought the program remained useful and effective. Their answer was affirmative, and they could not foresee the time when its usefulness would be over. However, I suspect the time will come when the objectives can be reached by other means than the consultancy program.

How was the program funded? In our circumstances today it is difficult to believe it, but one year in the early 70's the college had a significant surplus. We decided to put that money into this program, and a couple of others that we wanted to begin. As a matter of fact, at the time we established the Consultant on Teaching and Learning we also appointed a person as consultant of curriculum development. That position lasted only one year. Before we actually spent any of the college funds budgeted for the consultancy program, we received a FIPSE grant which funded the program, at least in part, for the first

couple of years. By the time the FIPSE grant was over, we had received a Mellon grant to support the program and other faculty development activities. Now the college has secured funds to endow the program. So the continuation of the program is assured as long as it is found to be useful.

The second program I was asked to describe is the Assessment of Tenured Faculty. The work of tenured faculty is assessed on a five-year rotating basis. We say "assessed" rather than "evaluated" to make a distinction between evaluation for administrative purposes and evaluation strictly for improvement. The program works as follows. Peer committees, usually three people, are chosen by the faculty member in discussion with the dean. The committee works with the faculty member for several months during the year to assess his or her work and to consider any questions and concerns which the tenured faculty member wants them to address. A folder of materials is gathered, including a self-evaluation and a projection of the faculty member's goals and interest for the next five years. Letters from colleagues, letters from students and former students, and any other materials that the faculty member submits are placed in the folder. The committees work in a variety of ways, depending upon the particular concerns of the tenured faculty member. Sometimes a member of the committee is asked to visit the faculty member's class, sometimes a committee member talks with some of the faculty member's students or colleagues. A lot of different things happen depending upon the circumstances. It is a very flexible system and the flexibility has proved to be a great value. The committee writes a report, with copies going to the tenured faculty member and the dean. Sometimes the committee meets with the faculty member to discuss the report; in every case the dean meets with the faculty member to go over the report, and more importantly to talk about the next five years. While there are no formal growth contracts at Earlham, the interview of the tenured faculty member and the dean focuses upon the future objectives of the faculty member and the support the institution can provide to help realize those goals.

I think the program has worked very well. Though I cannot document it with formal studies and statistical data, I think it has significantly influenced teaching at the college. I know it has improved collegiality because it has taken some of the edge off the distinction between tenured and non-tenured faculty. That is very important at Earlham, given the College's strong emphasis upon community. Now, at least, the work of tenured faculty members is assessed as well as that of non-tenured faculty. While that does not erase the very real distinction between tenured and non-tenured faculty, it contributes to greater collegiality.

When the faculty meeting approved this program, they did so with the clear understanding that the letters and materials gathered for the assessment would not and could not be used in case the college wanted to question a faculty member's continued tenure. The program is not to be a threat to the tenure system. However, the fact is that the program contributed to the completely voluntary decision of three faculty members to leave the college and to leave teaching. There were many other factors involved, but the opportunity to discuss with peers their frustration, their dissatisfactions with teaching, their desire to do something else, was significant in their final decisions. In my judgment, their decisions turned out to be wise ones for themselves and for the college. We did not design the program with this result in mind, but I think it has been a good result. Another result, which was only partially anticipated, has been the importance of the opportunity provided by the program to express appreciation to tenured faculty members for their work. We know that praise is important, as Bill Nelsen reminded us yesterday, but we often forget it. One of the most powerful effects of this program has been the way it has increased the confidence and self-esteem of faculty members because their colleagues and the institution have formally communicated appreciation to them.

I would have to say that the program has not worked with all faculty members. I suppose it is unrealistic to expect a program like this one to change a poor or fair teacher into a superlative one. I learned that the effectiveness of the assessment depended upon the quality of the peer committee. Some colleagues are very good at this activity and others are not. I also learned that one should never underestimate the anxiety some faculty members feel about assessment, even if it carries no formal sanction. Some of us can talk very glibly about grading and the evaluation of students, but become quite anxious when our work is to be assessed. The dean and the committee need to be very sensitive about the anxieties felt by the tenured faculty member whose work is being assessed.

Somebody yesterday asked about the cost of this program. The program has a heavy cost, not in the expenditure of direct dollars but in human energy and time. It takes a lot of time for colleagues to work on these committees, and the particular colleagues that are very good at it are called upon more often so that it becomes a heavy load for them. Also, it takes time for faculty and students to write good letters of assessment. I became increasingly concerned that at certain times of the year all the faculty and half the students were writing letters about each other to go into the folders of evaluation! That is an exaggeration, of course, but the program does carry a significant cost. I believe the objectives of the program can be reached at less cost, and I think the program is worth the cost.

In conclusion I want to make a couple of reflective comments about these programs in the context of our discussion yesterday. The first is that programs are not as easily transportable from one campus to another as we sometimes suggest. What is an effective program at one institution will have to be different at another institution, even if apparently it is very similar, because of differences in institutional climates. Those of you who are developing faculty development programs will have to adapt to your own environment whatever you use that other institutions have tried. This would seem to be an obvious truism, but it is often overlooked. Secondly, faculty development is essentially a restoration of collegiality, at least at small colleges. It may be an oversimplification but it is pertinent to say that faculty development is an attempt to deal with what Gene Rice called the "academic professional model". As Richard Gross described the Gordon model, I was impressed with his testimony of how important it was to the faculty that they experience collegiality and collegueship in a fresh way. Bill Nelsen's emphasis on community, consensus, cooperation, and collegueship come to mind, too. There were certainly overtones of this emphasis in the description of Austin College's experience and that of other institutions too.

I visited a small college last week to examine a program that had been established. It is an institution of about 400 students and 40 faculty. I was amazed that the primary impact of the program had been the restoration of collegiality. Here were 40 faculty who were organized in departments in such a way that they had no intellectual or professional contact with those outside their department. The program I was to examine had provided that possibility and it had profound impact. In many cases faculty development has been an attempt to overcome the way we have been corrupted in small colleges by what Gene Rice calls the academic professional model, by "departmentalism", by an almost exclusively disciplinary orientation. Faculty development is very important not only for the growth of individual faculty members, but because we will never have vital liberal education until we have recovered collegiality.

MINI-GRANTS AND WORKSHOPS

Philip C. Winstead
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The philosophy adopted at Furman for its overall faculty development program is very broad and comprehensive. This philosophy is "that the faculty development program is to assist faculty members in engaging in activities that are personally and professionally meaningful and satisfying to them; that provide for their personal and professional growth as scholars, teachers, advisors, and faculty members; that allow for the orderly development of their careers; and that advance the broad goals and objectives of the institution."

The next question then becomes how and what kind of activities does one engage in to meet the requirements of this philosophy. Obviously, any number of formats or structures could be helpful. At Furman, however, both during the grant period and as a part of our continuing effort, mini-grants and workshops have been an integral part of the faculty development program.

Mini-Grants

Mini-grants at Furman are of three types. First, individual faculty members may submit requests for support for traditional small, in-house research projects to the Faculty Research and Professional Growth Committee. This committee, a standing faculty committee, makes recommendations to the Vice President for Academic Affairs concerning the proposals. The grants are limited to \$1,000 and the research should hold promise of expanding the competence of the faculty member as a teacher-scholar. Most of the projects approved by the Faculty Research and Professional Growth Committee are conducted during the summer months. The application form has a standard format which asks for a project rationale, specific activities, and estimated expenses. The award is in a lump sum and expenses have to be itemized in a final report.

The second mini-grant program is under the Faculty Development Committee. This committee, an administrative committee comprised primarily of experienced faculty members, has both decision-making responsibility and a budget. The individual awards or mini-grants are based upon five-year growth plans prepared by the individual faculty members. Any Furman faculty member can prepare an individual growth plan and request support to accomplish the objectives outlined in the plan. The proposals must concern the improvement of teaching or one's self-development. The growth plan guidelines are as follows:

1. An assessment of professional needs based on an individual SWOTs analysis (strengths, weaknesses, opportunities, threats).
2. A list of personal objectives for the next five years.
3. A statement of the relationship of the stated objectives to departmental and/or university SWOTs.
4. A statement of how achieving objectives would enrich or enhance students' learning.
5. A list of activities over the next five years that could help achieve the objectives (They are asked to suggest individual and group activities, and, if possible, suggest alternate activities for each objective, alternatives that would vary in cost).
6. A list of proposed current year activities with a specific line-item budget request.

Awards are made on an annual basis and, while the grants are considered within the context of a five-year plan, there is no guarantee of subsequent year funding. Each year those currently conducting faculty development growth plan activities are in competition with others who may apply. The awards are not in lump sums but in the form of reimbursable expenses up to an approved limit. The Committee has not set a maximum limit. Final reports are required.

The third mini-grant program is limited to new faculty. It was recognized that faculty members in their first year of teaching at Furman would not be acclimated enough to engage in the self-analysis required to participate in the regular individual faculty development activities. It would be difficult also to meet the deadlines for consideration by the Research and Professional Growth Committee. Therefore, the mini-grants for new faculty program earmarks funds for projects designed to improve teaching. Based on their first-term teaching experiences, new faculty members in late winter can identify objectives related to their teaching that they would like to accomplish during the remainder of the academic year, propose activities that are designed to accomplish the objectives, explain how accomplishing the objectives would enrich students' learning, and make a request for financial support. Every new faculty member is eligible to make a mini-grant request. The Faculty Development Committee makes awards based on whether or not they believe the project will enhance the new faculty member as a classroom teacher. Awards are limited to a maximum of \$500. They are based on reimbursable expenses, and final reports are required.

Workshops

Submitted growth plans and new faculty mini-grant requests are analyzed for commonly felt needs. Workshops, seminars, and/or colloquia are held for groups of interested faculty. In addition, topics for group activities can originate with the academic administration, individual faculty members, the Faculty Research and Professional Growth Committee, or the Faculty Development Committee. The idea is to be cost-effective when a number of individuals perceive the same need. The group activities are held late afternoon or evening in order to maximize attendance. The best available person, whether a Furman faculty or staff member or an outside consultant, is secured to lead the group activity.

Workshop topics over the past three years have included competency-based education; library resources; use of the computer; use of media in teaching; the humanities in American life; chairing the academic department; test construction; crises counseling; institutional values and the curriculum; and program evaluation. In addition, there was a series on teaching which included programs on lecturing, leading discussions, asking questions, making assignments, and teaching styles.

Conclusion

The underlying theme of the mini-grants and the workshops has been an attempt to merge individual and institutional needs. Fundamental has been the recognition of the value of self-assessment and systematic planning in the faculty development process. Of utmost importance, however, is the fact that under the grants I talked about yesterday and under the current support from the operating budget, there have been funds available to support adequately the plans developed and the growth needs identified.

SCHEDULING OF MORE FREQUENT SABBATICALS

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Faculty development pertains, in the final analysis, to real people (not only to programs and policies) involved in creative professional activity. I am going to describe the College of Wooster program, and if you will indulge me, I am going to be personal in terms of my involvement in it. I am 42 and I am a full professor at the college. I joined the faculty there in 1970, having taught two years before that at Howard University in Washington D.C. I spent five years at Wooster, and then took a full year's research leave at full pay. I returned to Wooster for four years, and then in 1980-81, I took a second full year's research leave with full pay and came here to Austin College. I remained here on an unpaid leave for 1981-82, and in July of 1982 returned to the College of Wooster faculty. Now I am being duly punished with inordinate amounts of committee work for my two years of absence.

That sequence, if you think about it, tells you something about the Wooster faculty development model. As a graduate professor of mine asked; "How is it that you seem to spend so much time on leave?" Basically, here are the perks of the program. There are five. A senior person can go on a research leave from Wooster every fifth year for the full year with full pay. A senior person can go on a study leave (we don't call it a sabbatical) every seventh year for the full year with full pay. Of course, you can't do both sequences back to back. You can move from one into the other. As we are now on a semester system, every two and one-half years I could take nine months, if you count the summer, and one semester of course would be with full pay.

The program involves an application to a faculty-appointed Leaves Committee. It involves competition for leaves. Usually there are about fifteen spots available per year. That amounts to 10% of the full time faculty. And those spots are sometimes broken up to accommodate more people; that is, rather than give person X one full year, we give persons Y and Z each one-half year.

In your white folder you have an unidentified three-page white print-out. I believe it begins with page 2 and it begins something like this: "The college will inaugurate." That is not the leave program I am describing. That is Wooster's supplemental program, straight grant supplemental program to the leave program I am describing. That particular program is funded by the Mellon and the Luce Foundations.

Now let me give you some background on this program. In the mid-forties, before faculty development became the thing, Howard F. Lowry returned from Princeton to Wooster as President. As some of you know, Lowry's professoriate at Princeton and his national involvement in higher education as Wooster's president, were significant. When he came on the scene he established two programs, both of which I think have had a considerable impact on who we are in terms of visibility, academic quality, etc. The first of these programs was a junior and a senior thesis requirement for graduation. As he said: "under close supervision of a professor, the student should complete three courses of credit, one for the junior thesis, two for the senior thesis, an oral examination for the senior thesis, a 30 to 50 page junior thesis, and a 75 to 125 page senior thesis." It is a graduate school model. There is no doubt about it. I think if you look at our statistics five years out in terms of graduates, probably it would be the case that 75% of our graduates have some kind of advanced degree. So, that was the curricular development, but it was very significant for what I am talking about because along with it, Lowry and the college established a research and study leave program. The theory was that faculty cannot provide adequate student thesis advising unless they are also involved in research activities of their own. Eventually, the college footed the bill for the program, and then Mellon and Merrill Trust got involved in terms of some endowment support. The program now is essentially what it was in 1945. It strikes me as an interesting linkage of faculty development and curriculum and institutional mission. All three of these you find in some very interesting ways. That's basically the history, and I told you something about the perks of the program.

Now, a few observations on theory again. The Wooster view was that there ought to be no dichotomy between important research and good teaching. We simply refuse to accept the fact that these are opposed to each other, or even that they don't feed each other. The leave program very clearly was an effort to attract what Lowry called "scholar-teachers" to the faculty who would not otherwise probably come to the College of Wooster. In fact, he made the unfortunate mistake of including in the description of the program the note that the leave program was probably more important than large salaries, and there is much evidence for his statement to that effect. The idea was that Wooster faculty should not stay in Wooster. And the bias of the program has been that you better have a good reason or a very sick aunt or else your proposal to stay in Wooster just won't fly. However, there is increasing flexibility on this matter. I've been gone twice, and I'm not the exception there at all. I'm the rule. There seemed to be a strong commitment to students in the leave program, and that commitment expressed itself in the junior and senior thesis

requirement. Of course students have not always appreciated that commitment, but nevertheless it is there. The faculty are continuing learners and one way, perhaps the most important way you express that continuing learning, is through research. There need to be tangible results.

People have been asking recently what the impact of the leave program is on students. And what are the results of faculty development? Here, it is fairly evident. And I think the idea was also that faculty do best what they're most excited about doing, what they're best at doing professionally, what taps their professional skills most specifically. I think it the case that it was assumed, perhaps erroneously in some cases, that that was indeed research and publications.

Let me say a word about the results of the program. If you don't mind, these are some significant results. "Adele H," the Francois Truffant film (some of you might have seen it) was the direct result of a French professor's research on the Victor Hugo family. One professor has published three volumes on findings that have come out of an archaeological dig, which Wooster has in Jordan, in conjunction with the University of Sidney. Cambridge University press has published an important book on the relationship between Britain and Russia during the mid-twenties, the work of a Wooster professor. A Chemistry Department professor has done significant research on trace metals in eye tissue (don't asked me more), and has spent a number of leaves at medical schools, this year in Pittsburgh. And one of my colleagues in the Religious Studies Department is at work on a book on John Witherspoon. So, these are examples. These are some of the best. These are the ones you mention at places like this. That's not the whole story, but that is some of the story and probably there's a direct relationship between that kind of result and the character of the program itself.

Now, a few other final comments. This is one kind of faculty development program, and it is only one. As I said, I think the examples that I gave are consistent with the program's design. I think at Wooster we would argue that this program has all sorts of indirect curricular impacts, perhaps not a lot of direct ones. I ask myself why students and parents are "unwise" enough to pay \$9500 a year to come to the College of Wooster. I won't bore you with our best attributes, except to say that if I had to itemize these things, I think the things that I would itemize I could very directly trace to curricular developments in terms of junior and senior thesis, its personalistic approach, and the leaves program. And so my conclusion is from this that this faculty development program, like many others, shapes and serves the institution in some very essential and measurable ways. Last night we heard about the "academic professional model" from Professor Rice, and Wooster is one of the

best examples of that model. We work with the professional model of faculty development. It's not focused directly on teaching techniques. It has nothing to do very much with new careers. It would be hard for someone to get a leave because they wanted to upgrade their skills in accounting, in preparation for retirement. And you have to say that it doesn't have any direct (I think a lot of indirect) curricular payoff.

Let me say a word about the strengths of the program (there are some of those) and the weaknesses. It links effective teaching and important research. It is focused on a discipline and on personal initiative within that discipline. Publications are important, at least on the research side of the program. The study side is somewhat like a sabbatical, but more structural. It forces people out of Wooster to everywhere in the world. I think it has something to do with quality and excellence and the support for it. There is endowment support for it. There is institutional budget for it. There are straight grants that help to support it, too, and the supplemental white piece that you have before you is simply a description of some of the supplemental programs which are similar to some of the rest of your faculty development programs.

There are also weaknesses in the program. The scope is limited. It's rather limited, I think one must honestly say. It's expensive, no question about that. It takes its toll on department staff and department courses. The reason for that, for example, is because in the Religious Studies Department, which is seven in size, we always have one person away all of the year. Whereas it used to be the case that we were guaranteed a leave replacement, that is no longer so, and so the big departments pick up for the missing link. I think another weakness is that it tends to identify research, quality research and study, in rather traditional ways, ways that relate to books and libraries and disciplines. I think we are guilty sometimes of confusing scholarly style and substance, and if we see style and if it takes a certain shape, then we assume that it is necessarily substantial. And if it takes some different shape then we aren't so sure. So we're a fairly traditional place in that regard. It's interesting that I am talking about this program here and now, because it happens to be a rather hot issue at the moment on the campus. The reason is because the faculty leaves committee, as it turns out, which is an appointed committee as I said, is now full of persons who are very publication and research oriented. That does not mean they are not good teachers. It just means that they think there is something else to this whole educational business, and so they take a very hard look at proposals. And recently they sent out the word that they're taking such a hard look at proposals that you might as well write it as though you were writing for funding to a foundation. Well, that pleased some people and it didn't please some other people at all.

As a result of that, we are talking about some issues related to the program and I want finally to mention three. The first is this. Given the inability of faculty salaries to keep up with inflation, the interesting question is, is this leave program a right or is it a privilege? This is a very interesting and pertinent question. Related to it is a second, and that is; what is the role of merit in awarding leaves? There are more applicants than there are spots, and so how do we decide upon the worthy persons? A third issue is related to the other two. How many slots are there, if any, for junior faculty? How can a junior faculty person do what the junior faculty person needs to do in terms of research, moving towards tenure at Wooster, if he or she is not given a leave? Well, as it is at the moment, two of the slots are reserved for junior persons. That is not very many, and some of the faculty believes that gives unfair advantage to the senior people, whereas if it is really merit, then we ought to open it up. And if ten of the slots go to junior people, well then they go to junior people. The response of the senior people to that is, "listen, I spend twenty hours a day at this place for four years and I deserve a leave, indeed you owe me a leave." Anyway, Lowry once said that I can take a leave because I am not getting paid enough. So that has raised all sorts of questions and I don't know how we are going to solve those. I think we'll probably go through a big catharsis and reaffirm the status quo, which is not particularly new either. Those are the issues that I see.

Finally, let me share with you a quote. It is a good one and it comes from the only person on the faculty who holds a half-time teaching and half-time research position while he is there. In addition to that, he has his leaves, so you must keep that in mind. Anyway it goes like this.

"The leave program is the key stone in the college's claim to academic excellence. Because of it Wooster can attract and retain faculty who wish to combine active scholarship with undergraduate teaching. The teaching role by itself, when pursued conscientiously, is so demanding that only periodic opportunities for full attention to research in the company of critical peers provide the balance essential to maintenance of both interests. As classroom teachers, these faculty members convey to their students the intellectual challenges and intangible rewards of personal involvement at the leading edge of the discipline in ways that even talented interpreters can seldom match. As advisors to independent study students they are in the best possible position to know the current status of

a problem, its intricacies, the approaches and techniques appropriate to its solution and to share personal interest with their students. Is it reasonable that independent study students should be advised by faculty who are not themselves engaged in independent study?"

If we were to run that statement up the flagpole at Wooster, it would get a lot of applauses, because I think it in many respects does capture what the program is about. I'm sure there will be questions here to my remarks. I think Gene might have some.

LEAVES AND OTHER INSTITUTIONAL RESOURCES FOR MAINTAINING FACULTY VITALITY

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The leave program is a key faculty development resource. In our discussion of resources for faculty renewal we need to tie the leave program more directly into a more comprehensive approach to faculty development. We tried to do that at the University of the Pacific as a part of a Kellogg funded program entitled "Program to Coordinate Academic Planning and Professional Development."

The University of the Pacific is a small, comprehensive university. We have approximately 6,000 students with a campus in Stockton that is primarily undergraduate, a law school in Sacramento, and a dental school in San Francisco. There are several professional schools on the Stockton campus: engineering, education, a school of business and public administration, pharmacy, and a conservatory. We have about 4,000 students and approximately 250 faculty on the Stockton campus.

At the University of the Pacific we redefined the leave program. The University had moved earlier from a traditional, competitive sabbatical program to a leave program that was built into faculty staffing and regarded essentially as a right. The new program was reconceptualized as a "faculty development leave" and given that title. Under the redefined program each tenured faculty member is eligible for a faculty development leave every five years, and non-tenured faculty can apply in their fifth year. The leave is for one semester with full pay. There is also a major emphasis on faculty generating resources to extend the leave to a full year, if possible.

The leave program is the pivot around which virtually all professional development activities at the University center. It is planned on a five year basis. The faculty members set forth the courses they have taught in the past five years, project what they are going to be doing in the University over the next five years, and plan their leave to meet not only personal and professional needs, but also institutional needs. The University has been very straight forward about this.

The argument has been made that a good faculty makes a good institution and that if you meet individual professional needs you are going to meet institutional needs. I am not sure it is as automatic as that; perhaps it is in a smaller institution. But this institutional dimension certainly is important.

At the University of the Pacific the leave is a negotiated leave and it is related to systematic long range academic planning in the institution. I am not sure you can plan an individual professional program without knowing where the institution is going. This is particularly true for an institution that is very responsive to the market, as is ours. In the sixties, the University of the Pacific had a series of experimental "cluster colleges." Now we have a new school of business and a burgeoning engineering program. We really are very responsive to the student market. If faculty are going to plan their own professional lives with steady state staffing (which means that most of us are going to stay around) then you have got to know where the institution is going.

There is an important ethical issue here. The institutions that encourage faculty to move in a particular direction have some responsibility to make sure the institution is moving in that direction. We have had some serious debacles in that regard. A professor of German from one of the cluster colleges saw the need for a program in Russian history, so he developed a competence in Russian. He did a lot of work in Russian history and language, and then the history department appointed a Russian historian. If we are going to take this business of coordinating academic planning and professional development seriously, special attention must be paid to these kinds of issues.

It was interesting to observe the support for this program given by our Board of Regents during the time I was working in the office of the Academic Vice President. We do have strong support for this program from the Board despite the fact they were earlier questioning why faculty needed sabbaticals. As you know, with a nine month program most of us are assumed to be free in the summer. As the university has moved away from the church there has been a kind of corporate model that has taken over, so that appreciation for the Hebrew tradition of the sabbatical is no longer there. Yet, the business community understands human resource development. A professional development leave makes sense to them. I presented the redefined leave program to the Regents and was impressed with the way in which they turned around on that issue.

At the American Association of Higher Education meeting last month, Pat Cross said that human resource development is going to be a major emphasis throughout society over the next ten years. Those of us that are concerned for faculty development are a part of that burgeoning emphasis. Faculty in a steady state staffing situation represent the major resource for the institution. The college or university's capacity to be proactive, to anticipate needs and respond creatively to change, depends upon the development of this resource.

The faculty development leave program at the University of the Pacific is not a contractual right. On the other hand, it is not a competitive program nor a compulsory obligation. We have tried to define it, rather, as an individual professional responsibility and an opportunity for faculty. As far as I know all faculty avail themselves of it.

The faculty development plan plays a key role in curricular change and in organizational adaptation. During the sixties the University of the Pacific developed three cluster colleges. Raymond College was an experimental, three year program with a classical curriculum with twenty-seven required courses. A major part of the curriculum was math and science. I am still sold on that old Raymond program which had no majors and a strong liberal arts thrust. The difficulty of selling that program to students in the late sixties should be evident. There were several gallant efforts to restructure the Raymond program, but in the late seventies it was finally folded into the main liberal arts college in the University. The leave program, which provided for the coordination of academic planning and professional development, allowed us to do that over time in a systematic way; it did not result in a major trauma. We are now developing a computer science program, as I expect almost every school represented in this room is doing right now. We are able to do that by using the leave program in helping some faculty to retool, faculty who have expressed an interest in that area. It has become a faculty development resource and not an excessively onerous task within the University. The leave program facilitates the movement of faculty from under-enrolled programs to the heavily impacted areas.

Let me now go briefly through the various aspects of a leave program. First, the planning process extends through all the major units. It begins at the departmental level and then goes to the college and the university. The peer review of colleagues is involved at each level. None of the plans are denied, as such. They are sent back, sometimes again and again, for reworking with new suggestions, or even with ideas for moving in new directions. Leave planning has been a major impetus for organizational development within the university. It forces the discussion of curricular change, even in departments that are strongly resistant to change. Some of the best departmental meetings I have attended have been focused on the discussion of a faculty member's leave plan. You are talking about a colleague, his intellectual interests and what he is going to be doing with his life over the next five years. Again, you have to have long range planning within the institution if the individual is going to be able to plan a program that has meaning and integrity. The leaves are approved finally by the Academic Vice President.

A lot of emphasis is placed on post-leave reporting. A complete report on leave activity is made available one month after one returns from leave. It is put on file and made available to all faculty. It includes reasons for failing to achieve the goals that one projected in the planning process as well as an account of achievement. These reports are used by other faculty that are doing their own planning.

Now a word about evaluation. The leave report is responded to in writing by the department chair or the dean of your college. Faculty receive a written response to their leave reports. The assessment of the leave then becomes a part of the regular periodic evaluation of each faculty member. Here we are really moving away from the Earlham model; there is a direct connection made between development and evaluation. The two processes are not separated.

Finally, we have a dissemination process that is a part of the leave program. The faculty development leave activity is reported in the annual report from the Academic Vice President and the report is distributed to everyone. The descriptions of leaves become sources of conversation and a means for making connections across departments and schools. People that are involved with the sociology of work and the professions, for example, have a lot in common with people that are involved with the personnel program in the business school. Structuralism is an issue that is important in a number of departments. People are getting together, making contact through finding out what others are doing on their leaves, and sometimes organizing faculty forums around those topics. Dissemination encourages collegiality across departments and schools. Faculty are encouraged to share the results with the academic community in some way and there is an attempt to make faculty accountable in that regard. Such sharing can take place in a faculty forum or in department meetings. The results of leave activity can be shared in the various campus publications and, of course, formal publication is encouraged.

The faculty leave program itself is evaluated every five years and again approved by the Regents. We have data available from the reporting process to support the program. I have just gone through the report for the last five year period. The results are impressive in terms of curriculum development, instructional development, and scholarly achievement. Especially notable are the ways in which leaves have allowed people to develop strengths to meet the changing needs of the University.

I served as the initial director of the faculty development program for three years and interviewed all faculty that went on leave during that time. I expected some resistance to such an institutional emphasis, but was pleasantly surprised at how infrequently this surfaced. Faculty are concerned about the

institutional impact of their work and appreciate its being taken seriously. The institutional careers of faculty have become increasingly important to them as disciplinary mobility has decreased.

I talked a little bit last night about Daniel Levinson's theoretical approach to adult development. The key to Levinson's work is the concept of the "individual life structure." Adulthood involves the movement from periods of stability to transition to a new time of stability. During the transitional phases we reconstruct a life structure that will become the source of new stability in our lives. Levinson is a sociologist. These life structures have an institutional dimension. Effective faculty development requires that we attend to the institutional side. A thoughtfully developed leave program that is coordinated with academic planning and institutional development can become a pivotal resource in meeting the individual faculty member's personal and professional needs while, at the same time, strengthening the institution.

SUMMARY

Glenn R. Bucher
Professor of Religion
College of Wooster
Wooster, Ohio

I want to thank Val Wilkie, Harry Smith, Dan Bedsole, Lisa Bailey, and others here at Austin College for this conference. It was a good one: the presentations, informal conversations, food, and weather. I think the conference results need to be disseminated.

I have four sets of remarks, the first random and somewhat frivolous. What have I learned about faculty development? That it is a male and administrative business that attracts a good many former clergy. That Todd Furniss is a good artist. That the age beyond which faculty committee chairing is inappropriate (Ed Phillip's question) is obviously 32. That, according to my informal poll, the consensus on leave frequency is every other year. And that the person who said that professional society meetings are a good example of faculty development must never have attended the American Academy of Religion meetings.

My second comment pertains to models of faculty development. In 1980, the Center for the Study of Higher Education at Michigan did a national study of faculty development programs. It came up with four categories of programs:

1. Professional--facilitated by the institution and initiated by the person
2. Systematic--development plans and evaluation systems
3. Eclectic--workshops, faculty retraining, career counseling
4. Learning Theory--teaching improvement

This is a helpful typology based on a national study. It brought to mind models mentioned at this conference, and other models.

A year ago I was talking to somebody at the University of Kansas. I think my statistics are correct. He said that one of their programs is to say to every faculty person coming onto the faculty that there is \$2500 available in the departmental budget for you. It is Kansas University's way of saying to you, "welcome, get started with research or whatever else you think of as your expression of professional creativity." A place like the University of Kansas can do that. It's an interesting jester, to say the least, and I wanted to mention it.

I want to say a word about what Todd Furniss and Gene Rice did. I think for me what they both did was push us beyond the traditional ways of thinking about faculty development by challenging two of our assumptions. One of the assumptions that they challenged was the matter of the relationship between the professor, on the one hand, and the institution on the other. I think that was what Furniss was trying to talk about with his hypothetical college. And what Gene pushed us on, I think, was what does it mean to be a scholar teacher? I've been socialized as what I've come to call an APM (Academic Professional Model) person. I've been socialized that way. The institution I'm affiliated with lives by that model and it will probably die by that model, if need be. But, Gene Rice also got to me because I share some of his critiques of that way of thinking about scholar teacher. I really do, and I guess I'm also to be charged with or credited with doing a little bit of what Todd Furniss was talking about in terms of outside involvement. For me, Furniss and Rice moved the conference beyond the faculty development issues per se to issues that underlie faculty development issues, such as, what's the nature of the professoriate, what's the nature of education, and what's the role of an educational institution?

What I wish they had done and what they didn't, I don't think, was move their comments from the individual level to the institutional level. And when I asked Gene Rice last night where are the support structures for these new models, I was disappointed in the response. Not because of the response, but because I tried to decide whether the pessimism is legitimate or cynical, or what. You might not regard it as pessimism. I was hoping that they would both push beyond the individual response and ask and raise some questions about educational institutions themselves. So, so much for the matter of models.

This is my third point. It is a half-baked theory and I titled it, "Faculty Development as an Institutional Mirror." What do we discover when we look at faculty development programs? Well, we discover how much the institution cares about faculty development in terms of the level of rhetoric and in terms of the level of priority and budget. We discover how much the faculty is committed to various forms of faculty development. I suspect if we look at a faculty development program we might learn something about the academic strengths and the academic weaknesses of the institution and also of the faculty itself. I think we might find something out about the model of educational operation at the institution, maybe something about the curriculum. I am sure some of those things are true about Wooster, for example. I guess we coined the phrase, "general ethos," and that was rather helpful.

We also lapsed into some talk about collegiality. I am for that. I just wasn't sure whether we want to say that faculty development programs do for the faculty what required chapel used to do. That was the question I had. Faculty development programs are somewhat formative for the make-up of the institution, I suspect. Faculty development programs can be used to shape new institutional priorities, new agendas. They can also be used to maintain the status quo. I have a suspicion that faculty development programs sometimes suffer from hardening of the arteries. I think we have to say that the purposes of the faculty development program may change as the institution evolves. At one point one thing is needed in terms of faculty agenda and institutional agenda. At another time, something else is needed and we have to understand that in an evolutionary kind of way. In a faculty development program the institution says what it cares about and wants to do, and the faculty also says something about what it cares about and wants to do. And somehow it seems to me those two come together at that point. What's the conclusion? Well, I think the conclusion is one that comes from my favorite American philosopher, Yogi Berra, who said, "If you don't know where you are going, there is some chance you might not get there."

And finally, my fourth comment, call it reality checks or something like that. You'll have to keep me honest on this one. The most capable people graduating from college these days are not going into academic professions. Of course, that development happened just after the last one of us graduated, but I still think it is true. The new Mellon grants notwithstanding, it's a dangerous but I think an accurate generalization. There're going into law, medicine, engineering, etc. If you don't agree then make sure I know that. Whatever marvelous opportunities there are amidst the doom and gloom that seems to be a new theme, the fact is we are not in a growing industry, at least for the foreseeable future, and that has to be acknowledged.

A word about the foundation matter. We seemed to say that in the seventies, foundations were interested in faculty development and in the eighties they aren't. My intuition is that in the seventies foundation people may not have been as interested in faculty development as claimed, and that in the eighties they may be more interested than we think. I remember talking to a Vice President of Mellon, recently. He said, "you know these administrators come to us and tell us that their institution is the neatest thing since sliced bread, that this program they're asking funding for will solve all problems, and then two years later we hear in fact it has." And she said, "you know, they expect us to believe that stuff and we don't, and we can't figure out why they don't figure out that we don't." And she said, "what we're looking for are straight-talking,

imaginative, bold educational leaders who still believe in the art and who aren't afraid to take some risks and do some new things. That is what we are looking for. Where are they?" Well, it was an interesting comment. I fear that the direction of a lot of institutions is not in that direction. That's my bias.

In terms of the education enterprise, there're no substitutes for quality, quality of faculty, quality of curriculum, quality of teaching. A faculty development program won't make a bad teacher into a good teacher. So, there is no substitute for quality. I don't think there is any excuse for mediocrity either. The fact that Oberlin College's admissions are up 33% hasn't a blasted thing to do with the fact that it's in Cleveland. It has to do with some other things and they are not all qualitative, they are not all academic, but I am willing to hunch that a whole lot of them are. We can't all be Oberlins, but I think there is some message in that for us.

One other final comment in this random group. Sometimes I got the feeling here in the conference that faculty development is an aegis under which administrators do things to faculty members. They prod them, they cajole them, they pass out goodies for them, they jolt them out of their myopia and their lethargy and all those other things. I am sure none of you meant to say that, but that is the way it came across. And I said, wait a minute, folks. We're adults and we have some professional commitments and we're prepared to do things and we are involved in faculty development all the time. You know, sometimes it's real estate or the stock market or farming on the side, but never mind, it's there and there is a commitment there and I don't want to drive a wedge between administrators and faculty members. I guess I come away with the notion that faculty development is a corporate effort. Some of the administrative analysis of faculty is of course true and some of the faculty analysis of administrators is true. But we've got to move beyond that and put it all together somehow. A faculty development program must evolve at any particular institution. It has to. I think we have to keep that in mind. There was some suspicion that we can take Furman's program and plop it down over here in wherever and send out SWOT analysis, I believe the example was, and it clicks. Well, it won't. It has to be one's own institutional program. So, I think that has to be kept in mind. I don't know what the conclusion is to these random comments except that my appeal would be that the realities be kept in mind, be kept up front. We need not play games with them. They are real and as someone said about investing in the stock market, somewhere I read, the most important thing is to get started. Maybe that is the bottom line on the faculty development programs too, if you will forgive the analogy between the two. So, thank you very much. It has been nice to be here and Harry and Val can straighten me out. That's why I went first.

VIEW OF A FOUNDATION EXECUTIVE

Valleau Wilkie
Executive Vice President
Sid W. Richardson Foundation

May I extend a word of thanks to Dan Bedsole, Harry Smith, John D. Moseley and all who have been involved both in the Faculty Career Development Program at Austin College and in organizing this meeting. I have found it very helpful and informative, and I guarantee that I cannot add much to all that has been said, but I will make just a few comments about my own reactions.

First of all, the reference in the introduction to my having been a New England educator for 25 years of my life made me think of my favorite New England-Texas story.

It seems that a Texas rancher went to New England in the fall to see the foliage. He traveled into the hills of Vermont and was driving along a little back road when he saw a farmer sitting on his tractor. The rancher got out of his car and walked over to the farmer. After an exchange of greetings, the Texas said, "That's a nice looking field you have. How large is your farm?" The Vermonter replied, "Oh, got about 80 acres." And the Texan said, "That's not very big. I have a ranch down in Texas, and some mornings I can get up at sunrise and drive all the way around my ranch and not get back until about sunset." The farmer thought a moment and said, "Yeah, I had a car like that once."

Let me try to cover just a few points. First, a quick look at how we became involved at the outset in 1975 with Austin College and its Faculty Career Development Program. I think the answer is relatively simple in that we had begun to turn away from our emphasis on brick and mortar projects, which really had been the thrust of the Foundation in its early years, toward grants for programs. As we did so, I suggested that faculty development was one place to begin. They agreed. As we considered such a program, two things occurred to us. First, it was a time when schools did not have the funds necessary to carry out the kinds of faculty career development programs that they envisioned. And second, as we have all been saying the last few days, it was a time when we were beginning to see the slowdown of faculty mobility between institutions that had provided a sort of natural process of faculty reinvigoration.

And so, I began discussions with John D. Moseley about the Austin College program. Rapidly, I was convinced that this college was on the right track. It was for that reason that the Directors of the Foundation approved an initial grant of \$150,000 over three years and, then, a million dollar grant to

endow the program. Grants for endowment were very unusual for us, at the time, and this action spoke to our degree of conviction about the Austin program. The reason we felt so confident was our perception that the program was, in fact, an integral part of Austin College. It did not seem to be something on the periphery, something to which the administration was just giving lip service. That fact was even more forcibly pointed out by the establishment of the Cullen program that funded ongoing curriculum development.

Let me move on to four concerns that I have had after reading the report and listening to what all of you have said. Please remember that I am speaking with the bias of one who spent eleven years teaching at Phillips Academy Andover and fourteen years as Headmaster of Governor Dummer Academy, both New England independent secondary schools, rather than as a college teacher or administrator. First of all, I have been genuinely surprised at the universal opinion that college teachers do not talk to each other. I did not expect that to the degree that you all have indicated. In my early teaching days, the first thing I did when I felt ineffective, which happened often, was to run either to my boss, the head of the history department, or to one of my colleagues and say, "Help, what do I do now?"

Is it the fact that I am talking about the 50's or is it the fact that my experience was in secondary education rather than higher education? I think I have heard some of you say that it is more the difference between secondary and higher education than the difference between the 50's and the 80's. However, for whatever reason, I find that distressing and worrisome. I guess the point I would make is that I would hope some of these consulting programs that we have heard about would be leading not just to the point where the faculty member goes to the specific consultant, but also going to his colleague in the next room. I would hope that some of the consulting part of these development programs might run themselves out of business by getting faculty members to the point where they would communicate readily among themselves.

The second observation is my distress in hearing from the Austin College administration some indication that faculty members have been frightened, threatened by the implications of the career development program and, therefore, inclined to reach for the lowest common denominator for fear of failure. We seem to be saying this morning that they are not willing to take what they perceive to be a risk. Certainly, from our point of view in the Foundation, and particularly mine as a former educator, the program should be seen by the faculty member as an opportunity to reach for the moon.

The individual who draws up his five-year plan should be saying, "Here is the possibility of some funding. My college or university is behind me. Here is a chance for me to expand my horizon and my goals. I know that I may not reach all of them, but I sure want to try."

I would hope, for that reason, that the institution would also be saying, "We are not going to penalize you if you do not fully accomplish all of these goals. We would rather have you stretch yourself than to follow a safe and limited program."

That leads into my third concern. I am troubled about the fact that faculty members have reluctance to compete, that they seem to have a sense that competition is not part of the educational system. It is a continuation of the old concept that my classroom is my castle, and everyone except my students should stay out. Like it or not, we are in a competitive world. Colleges and universities are going to be competing for fewer students and limited funds. Those that do the best academic job will prosper, and some will drop by the wayside. Faculty performance is at the heart of that pursuit of excellence, and faculty members must accept that challenge. Even the strongest institutions are being forced to evaluate programs and often cut back on courses and personnel. All institutions and their faculties must compete in the existing marketplace.

Fourthly, I have no hesitation to say that an institution should establish goals and objectives and that it is perfectly proper and legitimate for it to relate curriculum and faculty activities to those goals. Why should a school not decide that it is going to emphasize particular academic disciplines? In fact, they had best do so, because they cannot be all things to all men. If this is true, then I believe it is absolutely essential to tell faculty members that some funds will be available to promote specific academic programs which the university wishes to stress. Such an approach makes sense in any kind of institution, including the field of education.

Finally, a word about foundations and their views. I think the comments of Glenn Bucher are exactly right. There were foundations in the 70's, including ours, that did have a strong interest in faculty development. However, I do not think there were as many as has been suggested during these past two days. The point was also made that there may still be some interest in this area within foundations, and I concur. However, I think success in acquiring foundation funds for faculty development programs will depend upon the degree to which institutions can produce convincing arguments about the vital importance of such programs. They must prove that the program is an integral part of the institution with full institutional commitment and that it is essential for the further development of quality education. If that can be done, I think there is no question

about the fact that some foundations will be more interested in such programs which lie at the heart of the institution than they may be in the construction of another wing of the science building.

One final word. I have thoroughly enjoyed listening to you, and I know you have enjoyed listening to each other. But, you must not continue to talk only to yourselves. The message must reach people outside of academe who can help foundations and other donors see the vital importance of faculty career development programs.

VIEW OF A COLLEGE PRESIDENT

Harry E. Smith
President
Austin College
Sherman, Texas

I have been asked to offer some summary reflections on our seminar from the perspective of a college president. Though I wouldn't dare speak for all five college presidents here, I welcome this chance to share some of my responses, to underline some things which impressed me most, and to list some unresolved issues needing additional attention.

At the outset, I want to express appreciation to Dan Bedsole, the Faculty Planning Committee, the staff of the Center for Program and Institutional Renewal, and to the speakers for a carefully planned and engaging program and to Val Wilkie and the Sid Richardson Foundation for funding our evaluation and this event.

In our consideration of "Funding of Faculty Development," I was struck by how important outside funding can be--witness our grants at Austin College and those at Furman--and how important it is to provide clear evidence to funding sources of the outcomes of faculty renewal efforts. But I was also struck by the clear case Bill Nelsen made for faculty renewal efforts with minimal costs, making it impossible for any president to say, "We wanted to get into faculty development but just couldn't afford it!" "Praise and support," "developing faculty ownership," "setting clear standards and expectations"--these are some of the phrases I underlined in my notes on Bill Nelsen's helpful list of "Fifteen Plus One Low Cost Faculty Development Ideas."

In our discussion of "Career Development Plans and Growth Contracts," I was struck by Dick Gross' and Bill Nelsen's reminder of the relationship between faculty renewal and curriculum, and how career development plans and activities can affect course offerings. But I was also struck by the realization that curricular changes often cause consternation in faculty and can, in turn, require career reorientations which sabbatical leaves and growth contracts can assist, as Glenn Bucher described this morning. As Charlie Barr noted, career development planning can assist in broadening faculty career goals. Carol Daeley's comment to me that "half of the Austin College faculty are teaching outside their field of graduate school specialization" is not a negative comment but is testimony to the effectiveness of the career development program here in expanding faculty horizons and in meeting institutional needs. And as Dick Gross noted, a good career development program is certainly an asset in recruiting new faculty, and must be seen as an integral part of the institution's total renewal program, not just an appendage or a bit of window dressing.

I was helped by Bill Nelsen's point that cuts in budgets, programs, and staffing need not be debilitating, but can lead to improvements, and by his insistence that we make explicit the values which we want to support, both inside and outside the classroom, and view faculty renewal programs as ways to strengthen these values.

I was aware during Kevin Brown's presentation of the tension we face between the need to develop incentives for early retirement which will genuinely benefit faculty, and doing it in a way which does not lead faculty to think they are being pushed out, discarded in order to be replaced by younger scholars.

I was intrigued by Todd Furniss's vision of alternative academic careers and interests, life beyond retirement, and his faculty associates advocacy group, and Gene Rice's insistence that we need a multi-dimensional approach to being professional academically to replace the social fiction of the traditional academic professional model.

And I was struck by the suggestions this morning concerning teaching improvement efforts at Earlham, Furman, and Baylor and ways to increase the value of sabbatical leaves, such as at Wooster and at the University of the Pacific, and especially by Joe Elmore's description of the assessment of tenured faculty at Earlham, something we are exploring here.

Three issues stand high on my agenda as a college president concerned about faculty renewal:

1. the relation between institutional goals and individual career development plans and project, noted by Gene Rice;
2. the relation between student development and faculty development, e.g., the OPI project of Joe Katz and associates; and
3. the need for better accountability and sharing, without seeming paternalistic or nosey, as studied by the University of the Pacific system.

And I have clearly had affirmed here my earlier suspicion that administrative support is essential for effective faculty renewal programs. There may be strong programs where there is administrative opposition or apathy about faculty development, but I doubt it. If such programs are to work, they require the clear and strong support of the chief executive officers.

PROGRAM

Monday, April 25

8:00 a.m. Lobby, Ida Green Communication Center

Registration
Campus Tours
Coffee and Rolls

10:00 a.m. Cecil Green Conference Suite (I. G. 112)

General Session
Chaired by Dan Bedsole, Dean of Educational Resources, Austin College

Welcome
-Harry E. Smith, President
Austin College

The Funding of Faculty Development and Program Development

"Endowment Support"
-Scott Buchanan, Vice President for Institutional Advancement
Austin College

"Foundation Support"
-Philip Winstead, Director of Faculty Development Programs
Fairman University

"Effective Faculty Development with Scarce Resources"
-William C. Nelsen, President
Augustana College

Discussion

12:00 noon Moseley Room (Student Union Building)

Seminar Luncheon
Chaired by Carol Daeley, Associate Professor of English, Austin College

"Faculty Development: Applying what We have Learned for the Important Years Ahead"
-William C. Nelsen, President
Augustana College

2:00 p.m. Cecil Green Conference Suite (I. G. 112)

General Session
Chaired by Jack Carlson, Professor of History, Austin College
Career Development Plans and Growth Contracts

"Gordon College's Experience"
-Richard F. Cross, President
Gordon College

"Austin College's Experience"
-Charles Barr, Professor of Chemistry
Austin College

Discussion

4:00 p.m. Cecil Green Conference Suite (I. G. 112)

General Session
Chaired by Charles Barr, Professor of Chemistry, Austin College

Addressing Special Needs of the Years from Mid-Career to Retirement

"Financial Planning and Retirement Needs"
-Kevin Brown, Counselor
Teachers' Insurance and Annuity Association

"The Ten Years Before Retirement as a Transition"
-Edward Hake Phillips, Professor of History
Austin College

Discussion

5:30 p.m. Pouch Club, Student Union Building

Reception

6:30 p.m. Green Room, Student Union Building

Seminar Banquet
Chaired by Anne Fuller, Vice President for Academic Affairs and Dean of the Faculty, Austin College

"The Glorious Privilege of Being Independent"
-W. Todd Furniss, Senior Academic Advisor
American Council on Education

8:15 p.m. Ida Green Theater

General Session
Chaired by Jack Jernigan, Dean of Humanities, Austin College

"Being Professional Academically"
-R. Eugene Rice, Professor of Sociology
University of the Pacific

Discussion

Tuesday, April 26

8:00 a.m. Lobby, Ida Green Communication Center

Coffee and Rolls

9:00 a.m. Cecil Green Conference Suite (I. G. 112)

General Session

Chaired by Melvin Hipps, Director of the Learning Center, Dallas Baptist College

Programs for the Improvement of Teaching

"Peer Consultation"

*-Paul Lacey, Professor of English
Earlham College*

"Mini-grants and Workshops"

*-Philip Winstead, Director of Faculty Development Programs
Furman University*

Discussion

10:45 a.m. Cecil Green Conference Suite (I. G. 112)

General Session

Chaired by Kenneth Street, Professor of Political Science, Austin College

Expanded Use of Sabbaticals and Study Leaves

"Scheduling of More Frequent Sabbaticals"

*-Glenn R. Bucher, Professor of Religion
College of Wooster*

**"Leaves and Other Institutional Resources for Maintaining
Faculty Vitality"**

*-R. Eugene Rice, Professor of Sociology
University of the Pacific*

Discussion

12:00 noon Moseley Room, Student Union Building

Seminar Luncheon

Chaired by Dan Bedsole, Dean of Educational Resources, Austin College

Summary and Comments

"Summary"

*-Glenn R. Bucher, Professor of Religion
College of Wooster*

"View of a Foundation Executive"

*-Valleau Wilkie, Executive Vice President
Sid W. Richardson Foundation*

"View of a College President"

*-Harry E. Smith, President
Austin College*

INVITATIONAL SEMINAR ON FACULTY DEVELOPMENT

Austin College
Sherman, Texas
April 25-26, 1983

Staffed by the Center for Program and Institutional Renewal
Made possible through a gift from the Sid W. Richardson Foundation,
Ft. Worth, Texas

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April 25-26, 1983

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